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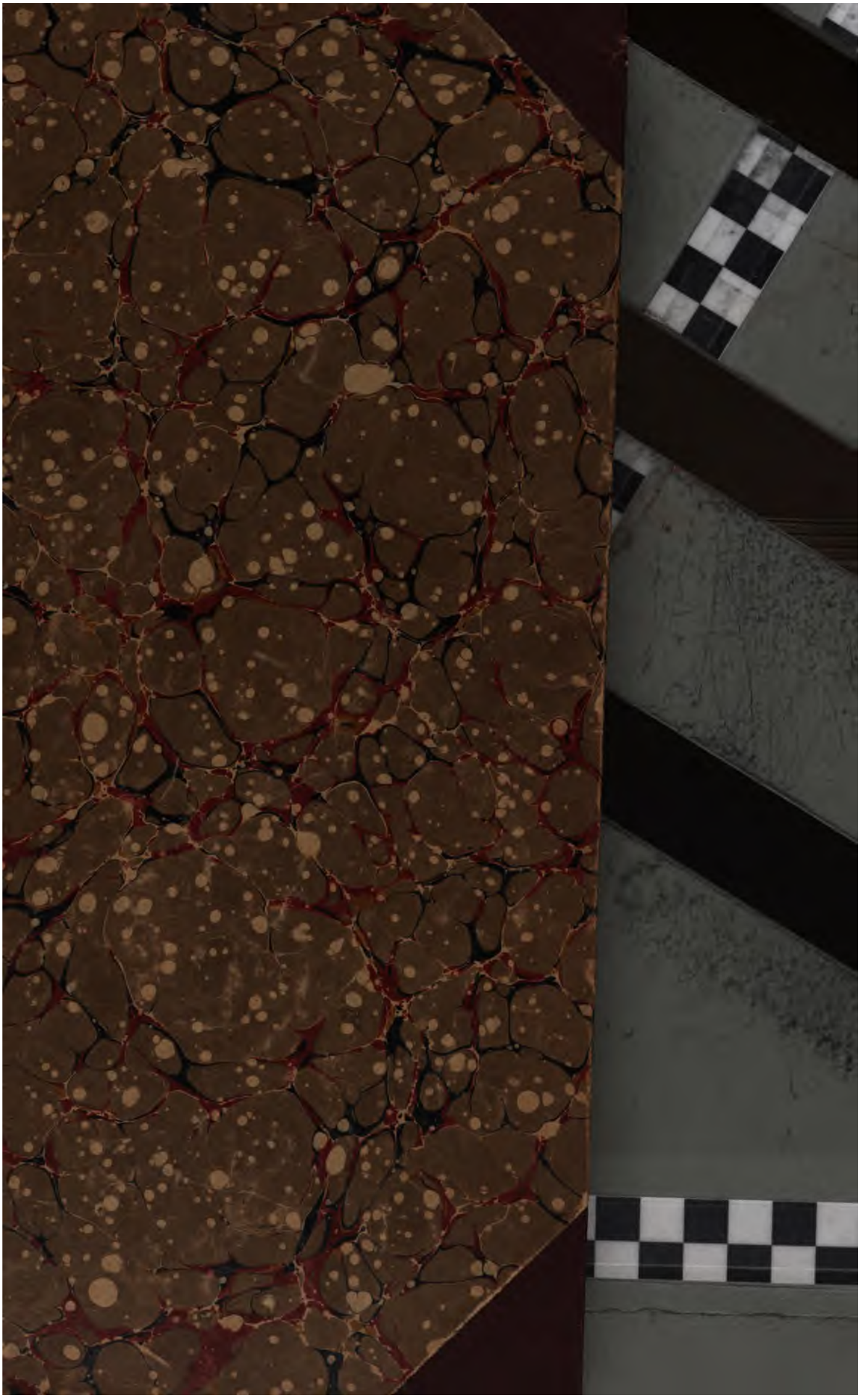

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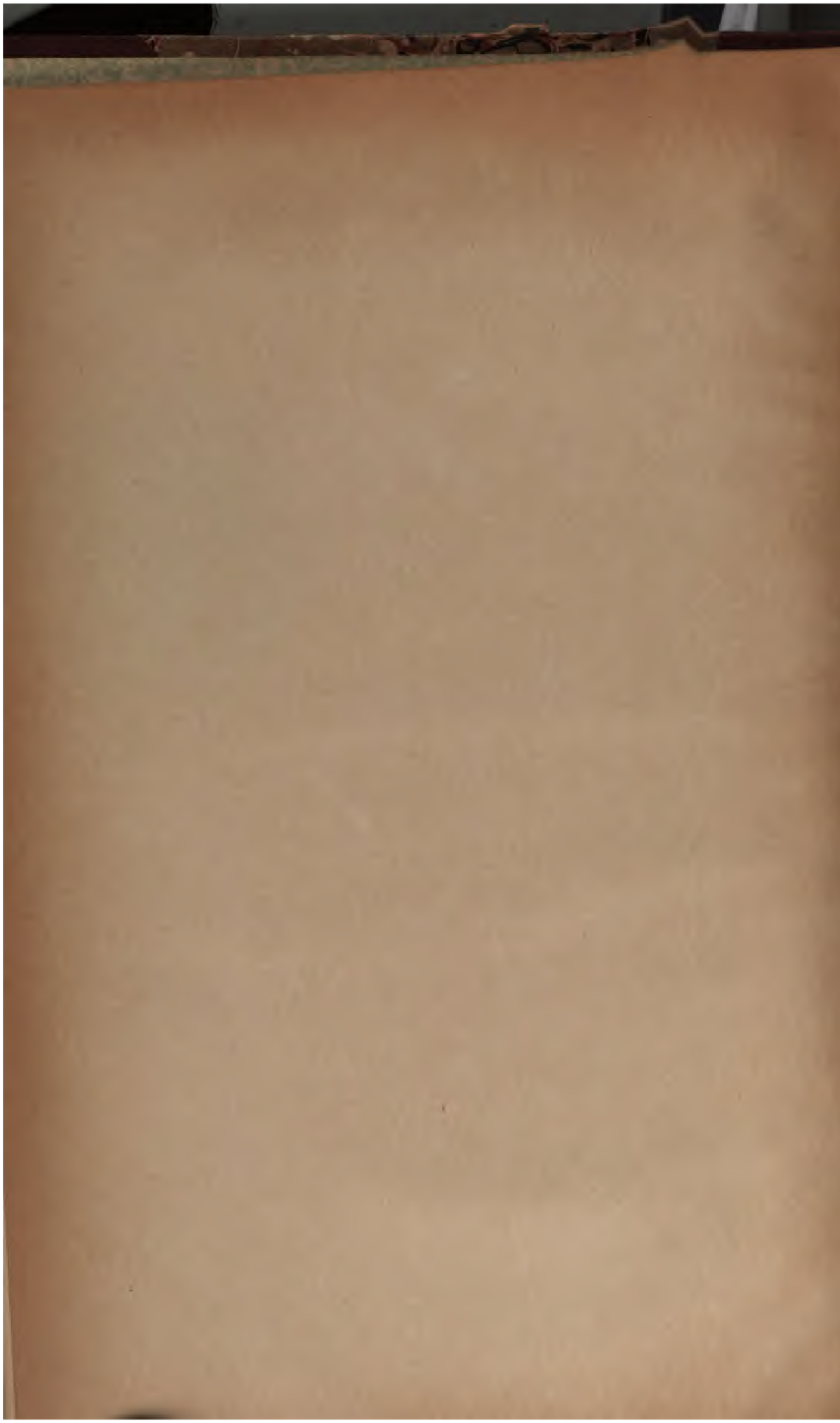

1901.

QUEENSLAND.

TWENTY-FIFTH REPORT

OF THE

SECRETARY FOR PUBLIC INSTRUCTION,

FOR THE

YEAR 1900.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

BRISBANE:
BY AUTHORITY: EDMUND GREGORY, GOVERNMENT PRINTER, WILLIAM STREET.
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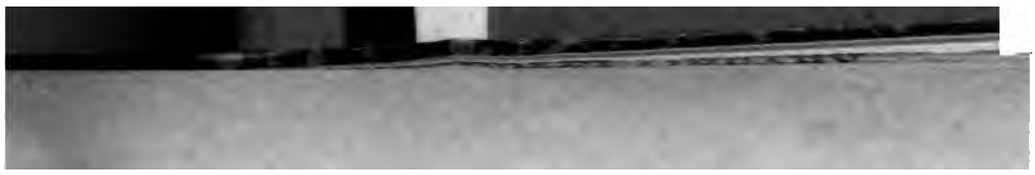

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TWENTY-FIFTH REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION IN QUEENSLAND, BEING THE REPORT FOR THE YEAR ENDING 31ST DECEMBER, 1900.

To His Excellency the Right Honourable CHARLES WALLACE ALEXANDER NAPIER, Baron Lamington of Lamington, in the County of Lanark, in the Peerage of the United Kingdom, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Governor of the State of Queensland and its Dependencies, in the Commonwealth of Australia.

MY LORD,—I have the honour to submit to Your Excellency the Report of the Department of Public Instruction for the year 1900.

GENERAL.

Content

1. This Report, with its Appendices, deals with the educational work carried on under the provisions of "*The State Education Act of* 1875," "*The State Education Act Amendment Act of* 1897," and "*The State Education Acts Amendment Act of* 1900." It also contains particulars respecting State aid to the following:—Secondary education in the form of grants to grammar schools, scholarships and bursaries to grammar schools, and exhibitions to Universities; the Museum, and the Orphanages.

2. My predecessor, the Hon. J. G. Drake, had Ministerial charge of the Department from the 7th December, 1899, to the 31st January, 1901. My period of office dates from the 1st February of the latter year, so that the Department was wholly under the administration of my immediate predecessor for the year 1900.

Compulsory education.

3. "*The State Education Act of* 1875" provides for compulsory attendance of children at State schools in such parts or districts only of the State as the Governor in Council shall from time to time notify and declare by proclamation. No part of this State had been so proclaimed up to the end of 1899. On the 14th April, 1900, a proclamation was issued in the *Government Gazette*, announcing that on and after the 1st May, 1900, the provisions of Part III. of the said Act should be in force throughout the whole State. Steps were immediately taken to give effect to the proclamation by the appointment of attendance officers.

"State Education Acts Amendment Act of 1900."

4. It was soon found that larger powers were needed to make the measures for compulsory attendance effective; and, on the 27th November, 1900, "*The State Education Acts Amendment Act of* 1900," received the assent of the Governor. This Act extends the provisions of the original Act so as to apply to all schools receiving State aid; it defines the half-years named in the Act of 1875; and it provides for a form of evidence which will not necessitate the attendance of teachers at the police court.

Attendance office

5. To enforce the compulsory clauses as amended, the State was divided into seven districts, and attendance officers were appointed for each district from the 1st of July, 1900. As a result of their action there has been a gratifying improvement in average attendance at school, and the number of pupils reported as not complying with attendance requirements has greatly decreased. The daily average attendance

during 1900 was 72·7 per cent. of the net enrolment, an increase of 4·2 per cent. for the year. Compared with the returns for 1899, the number not attending school 60 days in each half-year decreased by 1,781 in the first half-year, and by 1,723 in the second half-year. Pupils of school age not under instruction are less by 415 than were reported in 1899.

6. Among other duties of attendance officers, 3,000 families were visited during the year, 2,500 notices to parents of irregular children were filled in and handed to the police for delivery, the large State schools were visited frequently, and the small State schools at least once in the year. Provisional schools did not come under the operation of compulsory education until late in the year.

7. The attendance officers report many visits to parks, wharves, ferries, and river banks, where they have taken the names and addresses of young children found during school hours, and have afterwards visited their homes and made inquiries at the schools which they said they were attending.

8. As the law at present stands, school attendance for sixty days in the half-year will free parents from prosecution, and children who have reached the age of twelve years are exempt. There is a common opinion among the attendance officers, in which opinion many teachers share, that the period of compulsory attendance should be increased, and the limit of age for compulsory attendance should be raised to fourteen years. It was Mr. Drake's wish that the compulsory provisions should be applied without undue severity at the beginning, and that parents should have an opportunity of becoming acquainted with them before the penal clauses were put in force.

tinerant eacher.

9. Notwithstanding the multiplication of provisional schools to provide the means of education to children in the bush, wherever a group of a dozen can be collected, there still remain isolated families containing one or more children of school age beyond the reach of any school. To meet their case as far as practicable, my predecessor appointed an itinerant officer, from 1st January, 1901, whose duty it is to visit isolated homes in the south-western district, and as far as possible to arrange for the children receiving some amount of education from an older member of the family. This officer will supply the necessary school material for an elementary education, and give to the amateur teacher such guidance as may be needed until he visits the home again in the course of his rounds.

ıcreased ılaries of ımale sistants.

10. The legislature approved of a higher rate of payment to female teachers, and the new rates came into force on the 1st of January, 1901. According to the old rates, the annual salaries of female assistant teachers rose by eight irregular increments, according to classification, from £72 to £180. The new rates provide eight increases of £18 each, rising from £72 in the lowest grade of classified teachers to £216 in the highest.

achers' aminations

11. The examinations for male and female teachers were brought into agreement by raising the standard of arithmetic for females to a level of that required from males, and Euclid and algebra were added to the examination subjects for female teachers of all grades. For 1900 the requirements in mathematics were limited to work set for male pupil-teachers of the second class. It is intended that a gradual annual rise will be made until the full requirements are reached.

ovisional hool teachers.

12. During the year there were 120 applicants for employment as teachers of provisional schools, and a sufficient number of young men and women of good character, sound health, and fair education, offered themselves for examination.

omotion of achers.

13. The Board appointed under Regulation 33 to review annually the status of all teachers, recommended for grade promotion 69 male and 49 female teachers. These recommendations were approved and notified in the *Government Gazette* of 10th January, 1901. Each promotion carried increase of salary as from 1st July, 1900. By these 118 promotions additions of salary accrued amounting in all to £1,152 per annum.

hool flags.

14. In the United States of America educational authorities give much attention to the inculcation in the school children of a patriotic spirit, and the national flag

has come to be regarded there with some such feelings as loyal Australians regard the crown. No American school is without the "Stars and Stripes," and the pupils are taught to reverence the flag as the symbol of their nation's unity.

15. The example of America may well be followed by Australia. In both countries the population has been recruited from many nations, and to both it is a matter affecting the common weal that the children should grow up with love for the motherland and pride in its destiny. It is good for the children of the land to learn to reverence the flag which, wherever it flies, ensures equal rights to all, and is itself the symbol of nationalities happily blended.

16. Some residents of Allora having asked permission to erect in the school grounds, at their own expense, a flagstaff furnished with halyards, from which to fly the Union Jack, their request was cordially assented to, and teachers generally were invited to bring the subject before the parents, and, by way of encouragement, arrangements were made for procuring a supply of flags, and these were furnished to schools free of cost when the residents had erected a flagstaff, at their own expense, of not less than 30 feet in height.

Arbor Day.

17. The institution of Arbor Day has done much to beautify the school grounds and to cultivate a taste for arboriculture and cottage gardening among our children, but it could be made to go further in its sphere of usefulness. If lessons in pruning, budding, grafting, hybridizing, and the like could be given a place in Arbor Day proceedings, they would add pleasing variety to the day's programme, and their practical nature would appeal to the minds of children brought up in the farming districts.

Holidays.

18. The very numerous requests for extra holidays, sometimes for reasons which do not commend themselves to my judgment, have been noted with regret, Teachers and pupils have a summer vacation of five weeks, a week at midwinter, and a seventh week made up of holidays on Good Friday, Easter Monday, King's Birthday, Duke of Cornwall and York's Birthday, and Separation Day. To this must be added occasional holidays given at the request of the school committees, and by Ministers when visiting the schools, proclaimed holidays for local fêtes, local exhibitions, patriotic celebrations, and the like, and every Saturday; making three additional weeks at least, or a total of ten weeks in the year. Teachers, therefore, enjoy privileges with regard to holidays far beyond those granted in any other branch of the public service. The remaining forty-two weeks of working days in each year are fully required for mastering the work prescribed by the regulations, and any further diminution of school time must have an adverse effect upon general proficiency and progress.

Teachers as members of defence forces.

19. Besides the teachers who obtain their military training as members of the Teachers' Volunteer Corps, or as officers of the Cadet Corps, many others, under the influence of the patriotic spirit evoked by the war in South Africa, have joined the local military or naval forces in their immediate neighbourhood.

Commercial education.

20. Assistance was given during the year to the Brisbane Chamber of Commerce, in its attempt to stimulate the youth of Queensland to prepare for a commercial life. The aims of the Chamber were brought before the whole teaching staff of the Department by means of notices in the *Education Office Gazette*, setting forth the subjects to be prepared, the date of examination, the fees to be paid, and other necessary information.

Drawing passes.

21. Free railway passes are issued to teachers to attend the Saturday drawing classes at the various Technical Colleges.

New State schools.

22. Nineteen additional State schools were opened during the year at the following places:—Biggenden; Bouldercombe, near Rockhampton; Norman Park, Brisbane; Capella, on the Clermont Line; Chelona, near Mackay; Danderoo, on the Killarney Line; Doctor's Creek, near Gowrie Junction; Downfall Creek, near Brisbane; Ilfracombe, Central Railway; Jimboomba, Beaudesert Railway; King's Creek, Warwick Railway; Lagoon Pocket, near Gympie; Milford, near Dugandan; Red Hill, Mount Morgan; Prenzlau, near Rosewood; Taringa, near Brisbane; Texas, near Stanthorpe; and Thane's Creek, near Warwick.

23. Except at Norman Park, Danderoo, Downfall Creek, Red Hill (Mount Morgan), and Taringa, a provisional school has in each case been superseded.

24. The schools at North Toowoomba for girls and for infants were combined to form a single school under the direction of one head mistress.

Schools to be opened.

25. The buildings are complete, and State schools will be opened after the midsummer holidays at Amby, Christmas Creek, and Logan Village.

Tenders accepted.

26. Tenders have been accepted for State school buildings at Harlaxton, near Toowoomba; Stewart's Creek, near Townsville; and Raby, near Tiaro.

State schools approved.

27. The establishment of State schools has been approved at Cordalba, near Childers; Headington Hill, near Clifton; Monal, near Eidsvold; Mulgrave, near Cairns; North Calliungal, near Mount Morgan; and Richmond, on the Flinders River.

New provisional schools

28. Forty-one additional provisional schools have been equipped and established at the following places:—Annievale, near Roma; Armstrong Creek, North Pine; Bridgewater (now Goowarra), and Brixton, Central Railway; Burton, Southern and Western Railway; Calcifer, near Cairns; Chatsworth, near Gympie; Cherry Gully, near Warwick; Coolmunda, near Inglewood; Dargal, near Hodgson; Dundee, near Westwood; Errisvale, Logan River; Frenchman's Creek, near Rockhampton; Goodwood, near Bundaberg; Goondiwindi West; Gregory, near Maryborough; Jundah, on the Thomson River; Kandanga Creek, near Gympie; Kenilworth, near Eumundi; Kenmore, near Indooroopilly; Lappa Lappa, near Mareeba; Longreach West; Mia Mia, near Mackay; Moonmera, near Mount Morgan; Motley, Pittsworth Railway; Mount French, near Ipswich; Mount Marlow, near Bowen; Noogoora, near Ipswich; Parkhurst, near Rockhampton; Plane Creek Upper, near Mackay; Polmally, near Miriam Vale; Ringing Plains, near Bowenville; San José, near Rockhampton; Scotchy Pocket, near Gunalda; Six-mile Camping Reserve, near Roma; Stonehenge, on the Thomson River; Tambourine Mountain; Taraborah, Central Railway; Tonk's Camp, near Georgetown; Toompine, Bulloo River; and Ulam South, near Rockhampton.

Provisional schools reopened

29. The provisional schools at Castleton, Dingo, Forbes Creek, and Yamsion were reopened during the year.

Provisional schools under construction.

30. Provisional school buildings are under construction, or are already completed at Blyth's Creek, near Roma; Dallarnil, near Degilbo; Dalma Road, near Rockhampton; Friezland, near Cloncurry; Goondiwindi North; Hebel, on the Southern border; Mount Chalmers, near Rockhampton; Mount Garnet, near Irvinebank; Roschill, near Warwick; and Torquay, near Pialba. Tenders have been accepted at Bli Bli, near Woombye; Broadmount, near Rockhampton; and Coolgarra, near Irvinebank.

Provisional schools approved.

31. The establishment of provisional schools has been approved at Alligator Creek, Johnstone River; Bald Knob, near Landsborough; Bon Accord, near Gayndah; Buccleugh, near Blackall; College View, near Gatton; Drummond Creek, near Clermont; Elmsleigh, near Georgetown; Geera, on the Central Railway; Glenapp, near Beaudesert; Goomborian, near Gympie; Gowrie Mountain; Greenmount, Southern and Western Railway; Highlands, North Pine River; Highworth, near Nambour; Horse Creek, near Nanango; Ilkley, near Eudlo; Jondowaie Creek, near Dalby; Kunloon West, near Nanango; Left-Hand Branch Creek, near Gatton; Logboy and Malar, near Nanango; Mount Victoria, near Mount Morgan; Mourilyan, near Geraldton; Melvor, near Cooktown; Obi Obi, near Nambour; Palm Tree, near Murphy's Creek; Pine Grove, near Irvingdale; Quinalow, near Jondaryan; Rockside, near Gatton; Runcorn, on the South Coast Railway; Skyring's Siding, near Gladstone; Tarampa Flat, near Lowood; Thalulah, and Upper Widgee Creek, Upper Logan River; Woorooliu and Yerraman Creek, near Nanango.

Provisional schools closed

32. Provisional schools at Amby, Capella, Christmas Creek, Crocodile Creek, Doctor's Creek, Jimboomba, King's Creek, Lagoon Pocket, Logan Village, Milford, and Prenzlau were closed during the year, to be replaced by State schools; the names were retained in all cases except Crocodile Creek, which was superseded by the

Bouldercombe State school. Bona Vista, Durham, and Flying Fish Point schools were also closed, the first to be superseded by the more centrally situated school at Mount Marlow, the last by request of the Port Office. The population at the Durham mines has decreased, and there are not enough children to maintain a school.

33. Half-time provisional school at Daintree (No. 2) and at Bellevue, Springbank, Inglewood Farm, and Lauriston (near Roma) were closed on account of insufficient attendance. The half-time schools at Sea-Hill and Keppel Bay, having increased in attendance, have been raised to the status of full-time schools. Half-time schools closed.

34. Applications were received for half-time provisional schools from Excel, near Roma, and from the Upper Murray River, near Cardwell, and their establishment was approved. In each case they will work in conjunction with existing schools.

35. Extensive repairs, improvements, or additions were made to 116 schools, particulars of which may be seen in Table I., involving expenditure to the extent of £19,515 16s. 4d. The principal additions to existing accommodation were at Aramac, Albert (Maryborough), Brisbane East, Brisbane Central, Charters Towers, Clayfield, Clermont, Cunnamulla, Esk, Gympie (One-Mile), Irvinebank, Ipswich Central (Boys), Ipswich West, Ithaca Creek, Junction Park, Kuranda, Leichhardt Street, Mossman, Mareeba, Taroom, Toowoomba North, and Winton. Repairs, Additions, &c.

36. The accommodation in State schools was increased during the year by 25,071 square feet of floor space. Of this increase, an addition of 16,165 square feet was furnished by new schools, and 8,906 square feet by the enlargement of existing schools. Allowing 8 feet of floor space for each child, provision was made for the accommodation of 3,134 additional pupils. The average attendance at State schools increased during the year by 5,187, as shown by comparing the totals given in Table C for 1899 and 1900. School accommodation

37. At the end of the year the total floor space in the State schools was 545,396 square feet, exclusive of verandas; and allowing 8 square feet for each child, the accommodation was enough for 68,174 pupils.

38. Thirty-six applications for the establishment of new State schools were received and dealt with during 1900. At the end of the year 23 of these applications had been approved, and preliminary action taken to establish the schools; 4 of these applications were not approved; and 9 were in abeyance pending further inquiry, or awaiting action by the school committee. At Tarampa Flat a State school was refused, but a provisional school was granted. Particulars respecting each of these applications are given in Table H, appended to this Report. Applications for State schools.

39. Eighty-eight applications for the establishment of new provisional schools were received and dealt with. At the end of the year 9 schools were ready for opening; 6 others were in course of erection; 39 of these applications had been approved, and preliminary action taken to establish the schools; 6 of the applications were not approved; and 28 were in abeyance pending furthur inquiry. The action taken with regard to each of these applications is specified in Table H, appended to this Report. Applications for provisional schools.

40. At the close of the year six pairs of half-time provisional schools were in operation at the following places:—Bloomfield Hills and Kingumbilla, near Goondiwindi; Cooper's Creek and Windorah, in Gregory South; Margoo and Underban, near Kilkivan; Mount Beagle and Wangary, near Roma; Nellybri and Retreat, near Surat; and Pikedale No. 1 and No. 2, near Stanthorpe. Half-time schools in operation.

SCHOOLS IN OPERATION, 1900.

41. At the end of the year there were in operation 911 schools, including 428 State schools, 479 provisional schools, and 4 schools under the Home Secretary's Department. The latter comprise the schools for aboriginals at Deebing Creek, near Ipswich; Murray Island, in Torres Strait; Myora, on Stradbroke Island; and the Reformatory school at Westbrook. Fourteen schools are worked on the half-time system. Number of schools in operation.

Schools open during the year.

42. The total number of schools open during any part of the year was 932.

Classification of schools.

43. The tabular statement below shows the classification of schools open at the end of the year, and compares it with that of the previous year:—

CLASS OF SCHOOL.	AVERAGE ATTENDANCE.	NO. OF SCHOOLS IN 1899.	NO. OF SCHOOLS IN 1900.
State Schools—			
I.	Over 800	2	2
II.	601 to 800	8	8
III.	401 to 600	12	13
IV.	281 to 400	32	37
V.	161 to 280	49	47
VI.	81 to 160	83	91
VII.	41 to 80	141	143
VIII.	30 to 40	39	44
Unclassified	Less than 30	46	43
Provisional—*Ordinary Schools*—			
I.	More than 20	169	204
II.	12 to 20	241	204
Provisional—*Special Schools*—			
Full-time	Less than 12	37	59
Half-time	„ „ 12	21	9
„ „	12 or over	1	3
Schools at Benevolent Establishments	...	3	4
		884	911

Overgrown provisional schools.

44. Omitting places where the establishment of a State school has been approved, or respecting which action is pending, the average attendance in the following provisional schools is sufficient to warrant their supersession by State schools:—Adavale (44), Alton Downs (30), Anakie (37), Atherton (31), Atkinson's Lagoon (32), Bathampton (6), Benowa (34), Bergen (52), Blackfellow's Creek (41), Blackwater (32), Bollon (31), Booie (34), Bucca Crossing (37), Cawdor (31), Coen (36), Coolabunia (33), Cooran (37), Croydon King (36), Cumonju (34), Curra (39), Degilbo (32), Djuan (30), Eumundi (43), Fairney View (30), Flagstone Creek (32), Freshwater (33), Habana (30), Homestead (30), Isis Central Mill (30), Isis South (32), Jackson (34), Landsborough (32), Macknade (33), Merinda (52), Monkey Water Holes (33), Mount Cotton (33), Mount Forbes (30), Mount Sylvia (39), Mount Whitestone (36), Mungore (33), Munna Creek (34), Nerang Upper (33), Nobby (30), North Eton (31), Parkhurst (30), Parson's Point (31), Pentland (63), Proserpine Lower (44), Rochford (30), Ropely (54), Taabinga Village (30), Teviotville Railway Station (31), Torrens Creek (32), Upper North Pine (46), Veresdale Scrub (36), Watawa (52), Woodstock (40), Woolmar (40), Wyandra (38), Wyreema (46), Yandina (37).

45. Tables A, B, and C, appended to this Report, give full particulars respecting the schools in operation during the year 1900.

ATTENDANCE OF CHILDREN.

Enrolment.

46. For 1900 the gross enrolment was 91,888 in State schools and 16,182 in provisional schools, making a total of 108,070. The net enrolment, or number of distinct children on the roll, was 95,310, showing an increase of 3,190 on the net enrolment for 1899.

Average daily attendance.

47. The average daily attendance was 58,791 at State schools and 10,494 at provisional schools—total, 69,285, showing an increase of 6,152 on the average daily attendance for 1899. Part of this increase must be credited to the work of attendance officers and part to the natural growth of population. The increase of attendance for State schools alone is mentioned in page 9 of this Report.

Neglected children.

48. The annual returns from head teachers for the year 1900 show a total of 1,402—844 boys and 558 girls—between the ages of six and fifteen, who, though living within reach of a school, are not educated up to the standard of education, and are not attending a school. Of these, 520 are between the ages of six and twelve, and 882 are over twelve. The total number of neglected children so reported was less by 415 than it was in 1899.

49. The number of children reported as not attending school the minimum number of times required by the Act—that is to say, 60 in the half-year—was 9,035 in the half-year ending June, and 7,654 in the half-year ending December. Comparing these numbers with the corresponding numbers for 1899, we find a decrease of 1,781 defaulters in the first half-year, and of 1,723 in the second half-year. Irregular children.

50. The average daily attendance was 72·7 per cent. of the net enrolment, or 4·2 per cent. more than in 1899. This is a very gratifying improvement. Percentage n daily attend-ance.

TEACHERS EMPLOYED.

51. At the end of 1900 the total number of teachers employed was 2,217, an increase for the year of 256. The tabular statement following gives the numbers in detail. Number of teachers.

STATUS OF TEACHERS.	1899.			1900.			INCREASE.		
	Males.	Females.	Total.	Males	Females.	Total.	Males.	Females.	Total.
Classiffed	491	416	907	513	446	959	22	30	52
Unclassified	223	289	512	232	335	567	9	46	55
Pupil-teachers	214	328	542	295	396	691	81	68	149
TOTALS	928	1,033	1,961	1,040	1,177	2,217	112	144	256

Male and female teachers of all grades have increased in number, but the increase is most marked in the case of pupil-teachers.

52. Dividing the average daily attendance as given in Table C by the number of teachers given in the same table, we find that during the year 1900 the average number of pupils taught by each teacher was 34·3 in State schools, 20·9 in provisional schools, and 31·3 in all schools. The corresponding numbers for 1899 were 35·6, 21, and 32·2. Average numb of pupils to ea teacher.

53. The following is a comparative view of the number of teachers employed in the State and provisional schools respectively at the end of 1900:— Teachers, Stat and provisiona

STATUS OF TEACHERS.	IN STATE SCHOOLS, 77·4 PER CENT.			IN PROVISIONAL SCHOOLS, 22·6 PER CENT.		
	Males.	Females.	Total.	Males.	Females.	Total.
Classified	513	446	959	0	0	0
Unclassified	38	27	65	194	308	502
Pupil-teachers	295	396	691	0	0	0
TOTALS	846	869	1,715	194	308	502

54. From Table F we learn that of the entire teaching staff of the colony at the end of 1900, 959 adults were classified, and 567 were unclassified, and 691 were pupil-teachers. The number of classified teachers in each rank, and the number of pupil-teachers in each class at the end of the year are shown in the condensed statement below:— Status of teachers.

SEX.	CLASSIFIED TEACHERS.				PUPIL-TEACHERS.					
	Class I.	Class II.	Class III.	Total.	Fourth Class (Highest).	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male	20	198	295	513	48	35	42	50	120	295
Female	1	52	393	446	76	84	59	62	115	396
TOTALS	21	250	688	959	124	119	101	112	235	691
Increase for 1900 ...	...	8	44	52	58	...	...	13	100	149
Decrease for 1900 ...	...	...	...	...	...	17	5	...	...	...

romotions.

55. Of the 959 classified teachers 193 received promotion in classification—90 from class to class by examination, and 103 from division to division as a reward of meritorious service. Of the unclassified adult teachers 30 received promotion into Class III.—the lowest rank of classified teachers. Of the 691 pupil-teachers 425 received promotion in the ordinary course of their apprenticeship; 43 teachers of provisional schools have passed the examination for teacher of the third class.

ncrease in laries due to romotions.

56. Excluding the increments to pupil-teachers' salaries (£4,226), the increased annual expenditure consequent on these promotions was £3,540, dating from 1st July, 1900, when the financial year begins. This sum includes the following increases:—(1) To provisional school teachers on being classified and transferred to State schools; (2) to pupil-teachers on being classified; and (3) to classified assistant teachers on account of grade promotion.

articulars specting romotions.

57. Particulars respecting promotions made in 1900 appear in the following tables:—

PROMOTIONS FROM CLASS TO CLASS BY EXAMINATION.

Nature of Promotion.	Males.	Females.	Total.	Increased Annual Expenditure Entailed.
				£
From Class II. to Class I.	1	0	1	...
From Class III. to Class II.	11	3	14	192
Into Class III.	33	42	75	1,980
From P. T. 3 to P.T. 4	43	73	116	1,740
From P.T. 2 to P.T. 3	29	77	106	1,060
From P.T. 1 to P.T. 2	44	54	98	490
From P T. 0 to P.T. 1	48	57	105	936
TOTALS	209	306	515	6,398

PROMOTIONS FROM DIVISION TO DIVISION FOR MERITORIOUS SERVICE.

Nature of Promotion.	Males.	Females.	Total.	Increased Expenditure Entailed.
				£
From Class I. Division 2 to Class I. Division 1	1	0	1	...
From Class I. Division 3 to Class I. Division 2	2	0	2	...
From Class II. Division 2 to Class II. Division 1	8	4	12	20
From Class II. Division 3 to Class II. Division 2	11	7	18	144
From Class III. Division 2 to Class III. Division 1	16	11	27	324
From Class III. Division 3 to Class III. Division 2	22	21	43	532
TOTALS	60	43	103	1,020

ft the service.

58. The number of teachers who left the service during the year was 125—43 males and 82 females. The corresponding number for 1899 was 164. The tabular statement below gives the status and sex of the teachers who left in 1900:—

STATUS.	LEFT THE SERVICE IN 1900.		
	Males.	Females.	Total.
Teacher, Class I.	1	0	1
" " II.	3	2	5
" " III.	9	24	33
Teacher, Unclassified	1	2	3
Teacher of a Provisional School	18	42	60
Pupil-Teacher of the Fourth Class	0	2	2
" " Third Class	1	3	4
" " Second Class	1	1	2
" " First Class	2	3	5
" on Probation	7	3	10
TOTALS	43	82	125

59. An analysis of the reasons assigned for leaving the service gives the following results :— Reasons for leaving the service.

	Number of Teachers.		
	Males.	Females.	Total.
Services dispensed with—			
For failure to pass examinations	5	8	13
For inefficient service	3	0	3
Services no longer required	3	2	5
For serious offences	1	1	2
Resigned—			
To follow other occupations or to perform household duties	29	25	54
To be married	0	39	39
On account of failing health	0	3	3
Died	2	4	6
Totals	43	82	125

60. The annual general examination of teachers throughout the State was held in December. There were 43 examining centres, of which 11 were in charge of the District Inspectors and 32 in charge of the local police magistrates or clerks of petty sessions (or their deputies) assisted by school committees. The number of teachers examined was 1,016, which was 183 more than the number examined in 1899, and includes 128 teachers from Church of England, Roman Catholic, and private schools. Details of the examination are given in the following table :— Results of December examination.

For Promotion to the Status of—	Males.		Females.		Total.		Percentage of Passes.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	1899.	1900.
Pupil-Teacher of the First Class	106	92	133	110	239	202	88·9	84·5
„ „ Second Class	62	60	115	89	177	149	93·7	84·2
„ „ Third Class	43	43	91	81	134	124	96·1	92·5
„ „ Fourth Class	35	33	108	97	143	130	90·6	90·9
Teacher—Class III.	78	49	97	65	175	114	52·2	65·1
„ „ II.	62	8	68	7	130	*15		
„ „ I.	16	2	2	0	18	*2		
Totals	402	287	614	449	1,016	736		

* The examinations for Class II. and Class I. may be taken by instalments from year to year, and generally are so taken. The passes here recorded are for the completed examinations only.

INSPECTION.

61. The inspecting staff was strengthened by the appointment of two additional inspectors from the ranks of head teachers, Messrs. T. R. Brown and Alexander Mutch. The number of District Inspectors is now 13, of whom Mr. Shirley is employed in assisting the General Inspector and other office duties. The total number of schools inspected was 866, of which 421 were State schools and 445 provisional schools. Fifteen of these schools were examined a second time, and 36 received second inspections. Thirteen State schools and 33 provisional schools were not examined for various causes. These were Crosshill State; and Jimbour, Prestons, Ringing Plains, and West Prairie provisional schools in the Darling Downs district. Blackstone, Bundamba Lower, Fernvale, Glamorgan Vale, Goodna, Lowood, Taringa, Terrors Creek, Wivenhoe—State; and Armstrong Creek, Atkinson's Lagoon, Booie, Branch Creek, Dundas, and Fairney View, provisional schools in the North-east Moreton district. Mount French provisional school in the West Moreton district. Calliope River—State; and Avondale, Bustard Head, Camboon, Cania, Dundee, Keppel Bay, Littabella Creek, Miara, Monal, Sea Hill, and Taroborah, provisional schools in the Central District. Biggenden—State; and Double Island Point, Doongal Lower, Dunmora Central, Gregory, Mungore, and Teebar East, provisional schools in the Maryborough district. Surat—State; and Balmoral, Bollon, Nellybri, and Retreat, provisional schools in the Southern Downs district; and Birdsville provisional school in the Western district. Mr. Harrap, in charge of the Maryborough district, was on leave of absence, through sickness, during November and December. Inspecting staff.

College, Nudgee. To 3 candidates who showed the highest order of merit exhibitions were awarded, the prizes being taken by 1 pupil from the Brisbane Grammar School for boys, by 1 from the Ipswich Grammar School for boys, and by 1 from Nudgee College. Of the 3 successful competitors two had been holders of grammar school scholarships. Two have chosen the University of Melbourne, and the other will attend Sydney University.

Exhibitions won by State scholars.

79. Of the 69 exhibitions granted from the year 1878—when they were first established—to 1900, 51 have been gained by students who had previously won scholarships from the State schools.

SECONDARY EDUCATION.—GRAMMAR SCHOOLS.

Grammar schools.

80. There are 10 grammar schools in Queensland—6 for boys and 4 for girls. Separate schools for boys and girls have been established at Brisbane, Ipswich, Maryborough, and Rockhampton; and schools for boys at Toowoomba and Townsville. The school for boys at Ipswich, which was opened in 1863, was the first grammar school established.

Boards of Trustees.

81. Each grammar school is governed by a board of seven trustees, appointed by the Government, and of these four are nominated by the Governor in Council and the others by a majority of the subscribers to the funds. The trustees hold office for three years, and are eligible for re-election. They are empowered to make regulations for the filling of all vacancies that may occur in their number for the unexpired portion of the term of office, for the determination of fees to be paid by the scholars, for the salaries to be paid to the teachers, and generally for the management, good government, and discipline of the school. All such regulations are subject to the approval of the Governor in Council.

Aid to grammar schools.

82. Endowment at the rate of £1,000 per annum is paid by the State to each grammar school, making a total endowment of £10,000 annually to the grammar schools. On the 31st December, 1900, the aid granted by the State from the first institution of grammar schools reached a total of £266,535 9s. 11d. Of that amount, £13,500 represents special loans, and is being repaid by half-yearly instalments of principal with interest.

Inspection of grammar schools.

83. A short Act, in four clauses, entitled "*The Grammar Schools Act Amendment Act*, 1900," was assented to on the 28th December, 1900, and makes provision for the State inspection of grammar schools.

Audit of grammar schools' accounts.

84. The accounts of the various grammar schools are audited yearly by the State audit inspectors.

85. Reports on the various grammar schools will be found in Appendix C to this Report.

ORPHANAGES.

State orphans.

86. The report furnished by the Inspector of Orphanages shows that at the end of the year 1900 there were 1,730 children under the control of the State, an increase of 86 for the year. The expenditure for 1900 amounted to £22,180 13s. 7d., an increase of £484 12s. 3d. on the expenditure for the preceding year.

Distribution of State orphans.

87. The distribution of the children is shown in the following table:—

——	Inmates.	Boarded Out.	Hired Out, Apprenticed, or Adopted.	At Hospital.	Total.
Diamantina Orphanage and Receiving Depôt ...	20	385	235	2	642
St. Vincent's, Nudgee	335	1	145	...	481
Infants' Home, Brisbane	11	...	...	...	11
Rockhampton Orphanage	7	79	40	...	126
Meteor Park (Central Railway)	178	...	110	...	288
Townsville Orphanage	97	...	46	...	143
Home of the Good Shepherd (Ormiston) ...	15	...	...	...	15
Holy Cross Retreat, Wooloowin	24	...	...	...	24
	687	465	576	2	

THE MUSEUM

88. From the report of the trustees of the Museum it appears that there were no visitors during 1900, the Museum having been closed to the public while the transfer to Bowen Park, and rearrangements were being carried out. The total expenditure was £2,808 7s. 7d., showing an increase of £1,442 16s. 11d. on the expenditure for 1899.

89. The exhibits have been rearranged to suit the rooms in the new Museum Buildings, Bowen Park, and quarters for the Curator have been added.

APPENDICES.

The tables which follow this Report show in detail the operations of the Department during the year.

The following is a list of the appendices :—

Report of the General Inspector.

Reports of the District Inspectors.

Reports of the trustees of Grammar Schools.

Examination papers given in December, 1900, to candidates for grammar school scholarships, and to teachers and pupil-teachers.

JOHN MURRAY,

Secretary for Public Instruction.

Brisbane, 18th June, 1901.

STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW of PRIMARY SCHOOL OPERATIONS during TWENTY successive YEARS, 1881-1900.

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.									EXPENDITURE.		
		TEACHERS.				PUPIL TEACHERS.		TOTAL INSTRUCTORS.										PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.	BUILDING, FURNISHING RENT, AND REPAIRS.	
		Males.		Females.																						
		Masters.	Assistants.	Mistresses	Assistants.	Males.	Females.		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	£ s. d.	£ s. d.	
1881 ...	341	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958	11,616	10,136	21,752	53·99	53·94	53·96	70·96	69·49	70·26	86,504 2 4	13,605 7 0	
1882 ...	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,643	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891 5 1	13,555 11 0	
1883 ...	387	292	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727	12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153 19 9	29,443 2 1	
1884 ...	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320 6 3	36,940 9 4	
1885 ...	447	333	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55·29	52·51	54·00	71·82	69·30	70·62	122,874 1 0	32,504 8 8	
1886 ...	479	358	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761	17,135	15,115	32,250	55·45	53·91	54·71	71·81	69·01	70·25	130,348 15 3	31,450 1 6	
1887 ...	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56·92	53·78	55·44	73·78	68·91	71·47	141,169 0 6	36,824 9 2	
1888 ...	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58·04	56·81	57·31	74·37	71·66	73·07	151,830 10 6	24,158 7 8	
1889 ...	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57·18	55·95	56·46	73·55	71·25	72·45	157,614 2 4	32,219 4 4	
1890 ...	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56·05	55·36	55·72	71·24	69·67	70·84	167,138 17 10	35,430 16 8	
1891 ...	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962	23,815	21,189	45,004	59·19	57·41	58·34	74·69	72·89	73·82	175,875 6 1	28,148 17 3	
1892 ...	657	455	171	198	487	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663	24,268	21,707	45,975	58·64	52·45	58·26	74·37	66·53	73·36	187,964 4 0	11,225 15 7	
1893 ...	691	477	185	208	442	60	118	1,485	41,037	37,293	78,330	33,178	30,286	63,464	23,539	20,893	44,432	57·36	56·02	55·46	70·94	68·98	70·01	175,478 18 6	11,608 5 2	
1894 ...	698	496	182	230	481	52	109	1,470	39,077	36,062	76,039	31,988	29,239	61,227	23,828	21,222	45,050	59·71	58·93	59·34	74·49	72·58	73·58	166,941 6 10	6,596 1 1	
1895 ...	738	472	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690	25,542	22,728	48,270	58·81	57·67	58·27	75·39	73·77	74·61	172,934 9 7	13,099 12 4	
1896 ..	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	60·24	59·38	59·83	75·76	74·00	74·92	179,202 0 5	14,232 9 7	
1897 ...	797	484	176	304	414	165	282	1,825	49,361	45,667	95,028	40,456	37,301	77,757	31,339	28,409	59,748	63·50	62·20	62·87	77·46	76·16	76·84	199,081 0 6	28,190 18 3	
1898 ...	844	532	169	304	407	178	314	1,904	51,780	47,317	99,097	41,794	38,273	80,067	30,798	27,498	58,296	59·48	58·11	58·82	73·69	71·84	72·81	211,800 16 5	19,937 14 2	
1899 ...	888	553	161	323	412	220	343	2,012	53,855	49,689	103,544	43,605	40,395	84,000	33,231	29,902	63,133	61·70	60·18	60·97	76·21	74·11	75·01	220,510 3 0	28,389 10 7	
1900 ...	932	570	168	338	436	296	403	2,217	56,409	51,661	108,070	45,823	42,280	88,103	36,401	32,884	69,285	64·53	63·65	64·11	79·44	77·77	78·64	238,428 18 4	40,228 15 0	

NOTE.—Children under six years of age were not admitted between 1st August, 1893, and 12th October, 1895.

T. McINTYRE, Registrar.

Table B.

Schools in Operation, 1900.

	At the Beginning of the Year.			Sometime During the Year.			At the Close of the Year.		
	1899.	1900.	Increase in 1900.	1899.	1900.	Increase in 1900.	1899.	1900.	Increase in 1900.
State Schools	401	416	15	413	430	17	412	428	16
Provisional Schools	444	456	12	471	498	27	469	479	10
Schools at Benevolent and Reformatory Establishments	4	4	0	4	4	0	3	4	1
Totals	849	876	27	888	932	44	884	911	27

T. McINTYRE, Registrar.

Table C.

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1900.

No.	School.	Attendance, 1900. Annual Enrolment. Boys.	Girls.	Total.	Mean Quarterly Enrolment. Boys.	Girls.	Total.	Average Daily Attendance. Boys.	Girls.	Total.	Staff of Instruction, 1900. Teachers. Males.	Females.	Pupil Teachers. Males.	Females.	Total.	Expenditure, 1900. Salaries and Allowances. £	s.	d.	Building, Furnishing, and Repairs. £	s.	d.	Remarks.
	STATE SCHOOLS.																					
1	Albany Creek	14	14	28	12	13	25	10	11	21	1	...	...	...	1	1	101	15	0	11	0	0	
2.	Alberton	42	36	78	39	32	71	32	28	60	1	...	...	...	1	1	200	6	5				
3	Alderley	40	37	77	35	33	68	34	31	65	1	...	...	...	1	1	148	2	0	8	15	0	
4.	Alfred	22	22	44	19	21	40	16	17	33	1	...	...	...	...	...	107	8	8	6	8	0	
5.	Albora	157	145	302	131	126	257	107	103	210	1	..	...	2	3	1	7	600	10	2	17	10	0
6.	Alpha	97	98	195	81	81	162	56	54	110	1	...	...	...	1	1	8	480	0	1	105	16	0
7.	Apple Tree Creek	94	68	162	76	58	134	61	49	110	1	...	...	1	1	2	4	1004	18	5	13	16	6
8.	Aramac	67	60	127	57	50	107	47	40	87	1	..	...	1	...	1	3	315	8	2	500	0	7
9.	Ashgrove	72	57	129	66	42	108	47	24	71	1	...	...	1	...	...	2	272	1	11	48	0	6
10.	Ashwell	56	48	104	47	40	87	38	33	71	1	..	...	1	1	...	3	321	14	4	80	10	6
11	Aspley	66	61	127	47	43	90	36	31	67	1	...			1	...	2	303	18	8	5	18	10
12	Augustella	49	74	123	41	65	106	29	46	75	1	..	...	1	...	1	3	410	16	11	0	7	0
13.	Ayr	82	63	145	70	55	125	56	44	100	1	..	...	...	1	1	3	354	18	7	25	7	6
14.	Bald Hills	76	67	143	65	51	116	55	41	96	1	...	...	..		2	3	328	8	6	2	0	0
15	Banana	35	28	63	25	27	52	20	21	41	1		...	...	...	...	1	140	5	0	10	14	0
16.	Barcaldine	180	161	341	156	152	308	121	117	238	1			2	2	2	7	767	2	3	3	18	6
17	Barcoo	58	54	112	52	45	97	43	37	80	1			1	...	...	3	301	13	6	0	0	0
18	Beaudesert	114	88	202	80	70	150	73	58	131	1	1	..	...	1	1	4	527	15	3	1	0	0
19	Beenleigh	141	163	304	125	147	272	100	110	210	1	1	...	1	2	1	6	687	3	11	12	4	8
20.	Belmont	23	22	45	13	13	26	9	8	17	1	...	..	...	..	..	1	118	5	4			
21.	Bowen	28	26	54	25	24	49	23	19	42	1	...	...	...	1	...	2	174	19	0	6	6	0
22	Biggenden	43	33	76	40	29	69	31	23	54	1	...	...	...	1		2	247	7	10	26	6	2
23.	Blackall	128	147	275	103	119	222	77	88	165	1	1	...	1		2	5	663	6	7	280	8	0
24	Black Jack	36	38	74	30	34	64	22	24	46	1	...	...	..	1	...	2	204	9	11	1	1	0
25	Blackbutt	73	74	147	60	61	120	51	50	101	1	...	...	2	...	...	3	436	6	0	4	6	0
26	Blantyre	38	43	81	32	37	69	26	29	55	1	...	..	...	..	1	3	269	11	0	18	6	0
27.	Blenheim	40	41	92	39	38	77	31	29	60	1	...	...	...	1	...	3	242	7	0	7	10	0
28	Bogantungan	40	36	85	41	32	73	34	27	61	1	...	...	...	...	1	3	258	12	10	1	18	6
29	Bonnah	101	100	201	117	111	228	94	86	180	1	...	...	1	1	2	5	407	7	11	5	1	0
30.	Bouldercombe	80	66	146	86	68	140	67	52	119	1	...	...	2	...	1	4	148	18	5	861	2	0
31.	Boulia	10	15	24	16	15	31	13	11	24	1	...	...	...	...	...	1	150	5	4	9	17	8
32.	Bowen Boys	117	...	117	106	..	106	88	..	88	1	1	...	...	1	...	3	501	2	7	87	17	6
33.	,, Girls and Infants	86	110	196	15	101	116	11	82	93	...	...	1	...	...	2	3	256	0	10			
34.	Brandon	60	35	95	58	31	84	43	22	65	1	...	...	...	...	1	3	251	8	10	7	10	0
35.	Brassall	78	72	150	64	60	124	54	40	108	1	...	...	1	1	...	3	370	15	2	58	16	6
	BRISBANE—																						
36.	Bowen Bridge Road	533	502	1,035	456	424	880	376	349	725	1	2	...	6	3	4	16	1,979	0	8	82	2	2

39.	Central—Boys	1,659	...	1,659	1,552	...	1,552	1,105	...	1,105	1	15	...	...	10	...	30	3,250	4	10	299	18	3				
40.	„ Girls	...	1,195	1,195	...	928	928	...	705	705	...	...	1	10	...	7	18	1,535	9	8							
41.	„ Infants	169	141	310	105	84	189	82	65	147	...	...	1	1	...	3	5	404	16	3							
42.	Coorparoo	305	261	566	242	175	417	198	138	336	1	1	...	2	...	5	9	1,075	5	1	39	19	0				
43.	Dunellan	221	262	483	174	189	363	135	144	279	1	1	...	2	2	2	8	821	15	7	31	9	6				
44.	East	648	629	1,277	537	429	966	427	329	756	1	4	...	5	5	4	19	1,938	11	11	2,311	16	0				
45.	Fortitude Valley—Boys	975	...	975	778	...	778	621	...	621	1	7	...	2	6	...	16	2,224	16	4							
46.	„ Girls	...	766	766	...	615	615	...	463	463	..	...	1	7	...	7	15	1,142	4	6	147	2	6				
47.	„ Infants	285	263	548	192	172	364	145	127	272	...	...	1	2	...	5	8	634	18	11							
48.	Ithaca Creek	344	295	639	264	254	518	204	183	387	1	1	...	5	3	1	11	1,063	2	5	176	14	2				
49.	Junction Park	513	415	928	431	345	776	378	287	665	1	3	...	7	5	2	18	1,863	1	7	334	2	6				
50.	Kangaroo Point—Boys	367	...	367	269	...	269	217	...	217	1	2	...	...	3	...	6	931	11	11							
51.	„ Girls	...	398	398	...	303	303	...	234	234	...	...	1	4	...	2	7	654	14	10	55	13	4				
52.	„ Infants	109	81	190	77	49	126	60	36	96	...	...	1	1	...	1	3	277	11	0							
53.	Kelvin Grove Road—Boys	432	...	432	346	...	346	286	...	286	1	1	...	2	3	1	8	913	2	8							
54.	„ Girls and Infants ...	140	525	665	93	441	534	77	362	439	...	...	1	6	...	5	12	968	14	5	161	3	3				
55.	Leichhardt Street—Boys	602	...	602	448	...	448	339	...	339	1	2	...	1	5	...	9	1,171	19	1							
56.	„ Girls	...	530	530	...	391	391	...	294	294	...	...	1	3	...	6	10	824	17	4	362	0	2				
57.	„ Infants	181	166	347	112	104	216	87	75	162	...	...	1	1	...	2	4	406	16	8							
58.	Milton	599	528	1,127	510	434	944	411	332	743	1	2	...	6	4	4	17	1,775	1	4	343	4	0				
59.	Norman Park	100	103	203	92	93	185	77	76	153	1	...	...	2	1	1	5	289	2	6	2,129	0	6	Opened 9th July, 1900.			
60.	Petrie Terrace—Boys	628	...	628	448	...	448	364	...	364	1	4	...	...	6	...	11	1,306	3	8	17	13	6				
61.	„ Girls and Infants	133	651	784	83	497	580	56	359	415	...	...	1	6	...	4	11	1,031	6	0	191	11	4				
62.	South—Boys	620	...	620	488	...	488	401	...	401	1	2	...	2	7	...	12	1,269	7	11							
63.	„ Girls and Infants	111	592	703	73	460	533	56	344	400	...	...	1	6	...	5	12	1,021	4	3	43	10	6				
64.	Toowong	282	307	589	227	259	486	166	188	354	1	1	...	3	2	1	8	1,025	9	5							
65.	West End—Boys	393	...	393	313	...	313	261	...	261	1	2	...	2	3	...	8	1,052	15	0							
66.	„ Girls	...	362	362	...	287	287	...	232	232	...	...	1	3	...	3	7	557	0	3	17	12	7				
67.	„ Infants	135	133	268	89	91	180	73	69	142	...	...	1	1	...	2	4	284	6	5							
68.	Woolloongabba—Boys	585	...	585	488	...	488	416	...	416	1	4	...	...	7	...	12	1,504	17	3							
69.	„ Girls and Infants	151	691	842	92	569	661	71	453	524	...	...	1	7	...	7	15	1,145	1	4	193	3	0				
70.	Brookfield	43	28	71	30	21	51	20	16	36	1	...	...	...	...	...	1	246	4	4	11	18	4				
71.	Buderim Mountain	32	34	66	26	30	56	20	22	42	1	...	...	...	...	...	1	210	12	10	3	19	0				
72.	Bulwer	17	10	27	16	9	25	15	9	24	1	...	...	...	...	...	1	117	14	1	133	12	10				
73.	Bundaberg, Central—Boys	215	...	215	209	...	209	169	...	169	1	2	...	...	4	...	7	709	17	11							
74.	„ „ Girls and Infants ...	71	355	426	43	266	309	31	205	236	...	...	1	3	...	4	8	602	8	10	80	19	6				
75.	„ East	153	132	285	133	107	240	113	84	197	1	...	...	3	...	2	6	664	8	9	99	17	6				
76.	„ North	139	137	276	118	111	229	99	90	189	1	...	...	2	2	1	6	511	2	7	9	8	0				
77.	„ South	436	366	802	362	301	663	290	232	522	1	2	...	6	2	4	15	1,418	14	4	4	12	6				
78.	Bundamba, Lower	164	152	316	144	128	272	126	104	230	1	1	...	1	2	1	6	865	5	9	2	4	6				
79.	„ Upper	19	15	34	16	12	28	11	6	17	1	...	...	...	...	...	1	96	6	0							
80.	Bunkers Hill	42	56	98	36	44	80	29	35	64	1	...	...	...	...	1	2	239	17	9	1	0	0				
81.	Bunya	12	7	19	12	7	19	11	6	17	1	...	...	...	...	...	1	95	1	7							
82.	Burketown	41	32	73	32	24	56	24	17	41	1	...	...	...	...	...	1	208	15	10	63	1	0				
83.	Burnett Heads	57	59	116	45	38	83	35	28	63	1	...	...	...	...	1	2	234	16	10	50	2	0				
84.	Burnside	26	39	65	22	32	54	17	25	42	1	...	...	...	...	1	2	248	0	8	0	15	0				
85.	Caboolture, North	76	84	160	59	69	128	47	57	104	1	...	...	1	...	1	3	366	18	8	2	1	6				
86.	„ South	35	37	72	32	33	65	26	26	52	1	...	...	...	1	...	2	255	6	5	0	5	0				
87.	Cairns	279	214	493	196	157	353	146	114	260	1	1	...	2	...	4	8	811	5	11	131	12	0				
88.	Calliope	45	33	78	39	28	67	33	22	55	1	...	...	...	1	...	2	245	17	2	217	0	0				
89.	Calliope River	12	12	24	10	9	19	8	7	15	...	...	1	...	...	...	1	71	18	3							
90.	Campbell's Plains	33	24	57	26	21	47	21	18	39	1	...	...	...	...	...	1	187	16	11	11	12	0				
91.	Camp Flat	15	12	27	15	11	26	13	9	22	1	...	...	...	...	...	1	100	9	8	1	9	6				
92.	Capalaba	15	12	27	12	11	23	7	8	15	1	...	...	...	...	...	1	109	15	10	52	14	6				
93.	Capella	35	38	73	34	35	69	28	27	55	1	...	...	...	...	1	2	160	1	1	665	0	0	Opened 1st June, 1900.			
94.	Cardwell	23	20	43	19	12	31	15	9	24	1	...	...	...	...	...	1	153	3	0	9	15	0				
95.	Cattle Creek	21	20	41	16	17	33	12	14	26	1	...	...	...	...	...	1	150	8	0	1	5	0				
96.	Cawarral	44	43	87	34	31	65	28	27	55	1	...	...	...	...	1	2	255	19	5	6	2	0				
97.	Cedar Creek	25	21	46	22	14	36	15	9	24	1	...	...	...	...	...	1	101	19	4	4	3	0				
98.	Charleville	241	221	462	208	180	388	169	136	305	1	2	...	1	1	3	8	971	7	7	5	12	6				

141.	Duaringa	56	44	100	43	41	84	35	37	72	1	...	...	1	...	...	2	283	12	11	2	2	0
142.	Eagle Farm	120	75	195	91	63	154	72	51	123	1	...	...	1	...	1	3	449	4	9	25	10	10
143.	Ebenezer	14	23	37	12	20	32	10	15	25	1	...	...	...	...	...	1	172	5	1	2	4	0
144.	Eidsvold	154	142	296	126	126	252	97	97	194	1	1	...	1	3	...	6	646	11	0			
145.	Eight-mile Plains	42	42	84	39	40	79	31	32	63	1	...	...	...	...	1	2	287	2	5	12	0	10
146.	Elliott	11	20	31	10	17	27	8	13	21	1	...	...	...	...	...	1	123	9	9			
147.	Emerald	130	148	278	103	117	220	84	89	173	1	...	...	2	1	1	5	616	17	3	7	8	0
148.	Emu Creek	51	35	86	48	34	82	36	24	60	1	...	...	...	...	1	2	330	13	6	0	14	6
149.	Emu Park	66	63	129	43	34	77	31	27	58	1	...	...	...	...	1	2	249	1	6	31	15	0
150.	Emu Vale...	69	93	162	52	74	126	40	56	96	1	...	...	1	...	1	3	360	15	7	15	18	0
151.	Engelsburg	62	61	123	50	52	102	37	43	80	1	...	...	...	2	...	3	339	3	7	1	10	0
152.	Enoggera	107	103	210	106	100	206	85	81	166	1	...	...	2	1	1	5	493	1	8	181	13	0
153.	Esk	82	86	168	70	72	142	58	53	111	1	...	...	1	...	1	3	416	14	5	204	2	10
154.	Eton	87	62	149	75	55	130	60	46	106	1	...	...	1	1	...	3	417	19	1	11	12	6
155.	Farm Creek	46	40	86	35	36	71	23	29	52	1	...	...	...	...	1	2	252	2	4	55	0	0
156.	Fernvale	59	35	94	51	29	80	40	24	64	1	...	...	...	...	1	2	241	12	6	2	2	0
157.	Fig-tree Pocket	26	16	42	17	10	27	12	7	19	1	...	...	...	...	...	1	94	16	1			
158.	Forest Hill	76	62	138	58	51	109	46	37	83	1	...	...	...	2	...	3	279	2	8	22	17	0
159.	Freestone Creek, Lower	30	31	61	24	26	50	15	17	32	1	...	...	...	...	...	1	204	1	0	3	3	0
160.	„ „ Upper	47	48	95	41	43	84	29	32	61	1	...	...	1	...	...	2	308	12	1	13	3	7
161.	Gatton	106	120	226	91	102	193	71	83	154	1	...	...	1	2	1	5	543	19	7	123	12	0
162.	Gayndah	81	82	163	72	72	144	54	59	113	1	1	...	...	...	2	4	394	0	11	1	15	8
163.	Geham	54	58	112	49	52	101	37	40	77	1	...	...	...	1	1	3	303	10	6	60	11	6
164.	Georgetown	56	60	116	47	49	96	42	45	87	1	...	...	1	...	...	2	390	6	4	3	0	0
165.	Geraldton...	88	99	187	65	75	140	49	59	108	1	...	...	1	...	1	3	365	4	4	29	10	0
166.	Gin Gin	54	37	91	47	33	80	36	26	62	1	...	...	...	...	1	2	245	14	2			
167.	Gladstone	131	137	268	103	97	200	81	75	156	1	...	...	2	...	1	4	527	5	0	74	12	0
168.	Glamorgan Vale	57	41	98	49	35	84	34	25	59	1	...	...	...	1	...	2	258	1	4			
169.	Glencoe	39	22	61	35	20	55	29	16	45	1	...	...	...	1	...	2	243	7	4			
170.	Glenmore...	13	14	27	9	10	19	8	8	16	1	...	...	...	...	...	1	131	15	3			
171.	Glenvale	41	39	80	30	33	63	24	27	51	1	...	...	...	1	...	2	301	0	8	13	15	0
172.	Golden Gate	113	155	268	93	121	214	76	93	169	1	1	...	1	1	2	6	615	11	2	70	11	0
173.	Gomorron	32	45	77	28	38	66	20	27	47	1	...	...	...	...	1	2	226	5	5	4	7	0
174.	Gooburrum	29	29	58	23	27	50	20	23	43	1	...	...	...	...	...	1	168	0	2	20	9	0
175.	Goodna	125	121	246	114	102	216	99	87	186	1	1	...	...	1	3	6	614	12	1	7	9	0
176.	Goombungee	55	65	120	49	56	105	40	46	86	1	1	...	...	...	...	2	361	17	5	0	7	6
177.	Goomburra	13	12	25	12	11	23	9	8	17	1	...	...	...	...	...	1	111	17	8	16	9	9
178.	Goondiwindi	117	117	234	94	92	186	71	65	136	1	...	...	2	1	...	4	664	4	0	97	0	0
179.	Gowrie Creek	16	21	37	14	14	28	11	11	22	1	...	...	...	...	...	1	127	11	0	0	13	0
180.	Gowrie Junction	65	52	117	50	38	88	39	29	68	1	...	...	...	...	2	3	283	16	10	13	4	6
181.	Gowrie Little Plain	36	34	70	33	29	62	28	24	52	1	...	...	...	1	...	2	250	15	11	4	14	0
182.	Gowrie Road	21	25	46	13	19	32	9	13	22	1	...	...	...	...	...	1	164	7	4	9	8	0
183.	Gracemere	95	79	174	70	61	131	57	49	106	1	...	...	1	1	...	3	395	8	6	2	18	11
184.	Gramzow...	18	18	36	14	14	28	11	11	22	1	...	...	...	...	...	1	119	9	10	5	19	0
185.	Grandchester	28	18	46	26	15	41	22	12	34	1	...	...	...	...	...	1	192	15	8			
	GYMPIE—																						
186.	Central—Boys	560	...	560	440	...	440	348	...	348	1	4	...	...	4	...	9	1,257	17	11	}		
187.	„ Girls	...	444	444	...	398	398	...	307	307	...	...	1	5	...	2	8	758	17	7	} 49	15	6
188.	„ Infants...	191	151	342	134	111	245	98	83	181	...	...	1	1	...	3	5	356	4	2	}		
189.	Monkland	321	309	630	277	263	540	240	226	466	1	2	...	2	3	5	13	1,101	11	7	107	12	6
190.	One-Mile—Boys	530	...	530	429	...	429	355	...	355	1	8	...	1	5	...	10	1,112	1	9	}		
191.	„ Girls	...	467	467	...	393	393	...	319	319	...	...	1	3	...	4	8	703	5	1	} 588	11	6
192.	„ Infants	190	165	355	142	119	261	113	90	203	...	...	1	1	...	4	6	422	4	0	}		
193.	Two-Mile	59	61	120	48	47	95	34	36	70	1	...	...	...	...	1	2	262	16	2	23	15	0
194.	Halifax	59	46	105	51	36	87	39	25	64	1	...	...	...	...	1	2	293	3	11	16	0	0
195.	Harrison's Pocket	8	14	22	7	12	19	5	11	16	1	...	...	...	...	...	1	148	19	4	11	17	6
196.	Harrisville	50	50	100	42	37	79	36	32	68	1	...	...	1	...	...	2	300	14	2	7	16	6
197.	Hatton Vale	45	46	91	42	40	82	35	34	69	1	...	...	...	1	1	3	248	17	2	19	5	0
198.	Helidon	44	49	93	38	38	76	32	27	59	1	...	...	...	...	1	2	255	4	0	0	9	0

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1900—*continued.*

SCHOOLS.	ATTENDANCE, 1900.									STAFF OF INSTRUCTORS, 1900.							EXPENDITURE, 1900.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
199. Hemmant	60	57	117	47	47	94	36	36	72	1	...	...	...	...	1	2	258 17 9	166 9 0	
200. Hendon	64	58	122	53	50	103	41	41	82	1	...	...	1	...	...	2	377 9 6	8 19 9	
201. Herberton	101	111	212	79	86	165	63	70	133	1	...	...	1	...	2	4	425 4 0		
202. Hermitage (Yarranlea)	39	32	71	33	29	62	26	22	48	1	...	...	1	...	...	2	303 9 9	30 2 6	
[illegible] Highfields	65	56	121	51	44	95	39	35	74	1	...	...	...	1	1	3	250 15 6	0 5 0	
[illegible]illgrove	15	14	29	12	12	24	11	9	20	1	...	...	...	...	...	1	101 1 9	48 12 0	
[illegible]igson	23	34	57	18	27	45	13	20	33	1	...	...	...	...	...	1	181 17 3	1 4 0	
[illegible]nebush	54	44	98	45	41	86	35	29	64	1	...	...	1	...	...	2	288 6 0	18 12 3	
[illegible]vard	140	171	311	125	144	269	103	113	216	1	...	...	2	1	2	6	603 10 4	21 13 0	
[illegible]henden	227	179	406	180	144	324	128	103	231	1	2	...	1	...	4	8	765 1 10	3 4 6	
[illegible]combe	40	55	95	31	41	72	24	28	52	1	...	...	1	...	...	2	245 11 6	95 10 0	Opened 5th Feb., 1900
[illegible]ooroopilly	126	126	252	108	95	203	81	63	144	1	...	...	2	...	...	3	491 5 11	4 13 9	
[illegible]ndooroopilly Pocket	150	114	264	124	98	222	86	69	155	1	...	...	1	...	1	3	500 14 9	5 13 0	
[illegible]. Ingham	83	98	181	71	90	161	56	70	126	1	...	...	1	...	2	4	405 12 6	26 15 0	
[illegible]13. Inglewood	40	33	73	33	29	62	22	20	42	1	...	...	...	...	1	2	228 18 8	30 7 6	
IPSWICH—																			
214. Central—Boys	468	...	468	371	...	371	305	...	305	1	4	...	...	5	...	10	1,302 13 9	26 10 7	
215. ,, Girls and Infants	78	478	556	76	470	546	56	384	440	..	...	1	6	...	4	11	964 13 7	10 3 6	
216. Newtown	228	213	441	204	177	381	168	142	310	1	1	...	4	1	1	8	1,081 15 11	57 12 0	
217. North—Boys	291	...	291	245	...	245	206	...	206	1	1	...	2	2	...	6	689 16 3	27 19 6	
218. ,, Girls and Infants ...	93	306	399	63	248	311	52	206	258	...	...	1	3	...	3	7	559 1 11		
219. West—Boys	244	...	244	191	...	191	155	...	155	1	1	...	...	2	...	4	517 13 8	484 5 0	
220. ,, Girls and Infants	61	175	236	38	154	192	30	125	155	...	...	1	1	...	2	4	431 18 7		
221. Irvinebank	79	70	149	68	59	127	60	50	110	1	...	...	...	...	2	3	406 0 11	369 0 0	
222. Isisford	47	48	95	41	41	82	34	32	66	1	...	...	1	...	...	2	358 19 9	2 15 0	
223. Isis North	49	30	79	42	26	68	34	20	54	1	...	...	...	..	1	2	237 14 11	101 1 0	
224. Jericho	51	51	102	44	42	86	38	32	70	1	...	...	1	...	...	2	314 2 10	4 19 6	
225 Jimboomba	20	25	45	18	23	41	15	18	33	1	...	...	...	...	...	1	100 2 0	600 2 0	Opened 1st June, 1900
226. Jondaryan	63	59	122	49	44	93	42	33	75	1	...	...	1	...	...	2	281 2 3	33 4 4	
227. Kalkie	37	38	75	31	35	66	25	31	56	1	...	...	1	...	...	2	297 19 4	0 7 6	
228. Kilkivan	43	48	91	35	39	74	28	32	60	1	...	...	...	...	1	2	226 8 9	160 18 0	
229. Killarney	85	97	182	69	81	150	50	59	109	1	...	...	1	1	...	3	1,211 14 8	2 10 0	
230. Kingsborough	42	42	84	32	31	63	27	26	53	1	...	...	...	...	1	2	198 14 6	22 7 6	
231. King's Creek	22	21	43	22	21	43	15	16	31	1	...	...	...	...	...	1	32 0 10	687 6 0	Opened 22nd Oct., 1900
232. Kirchheim	55	62	117	53	59	112	46	51	97	1	...	...	...	1	1	3	327 11 8		
233. Kolan South	76	67	143	57	50	107	40	39	79	1	...	...	...	1	1	3	344 4 8	23 19 6	
234. Kuranda	33	31	64	31	26	57	25	22	47	1	...	...	...	1	...	2	239 4 4	212 7 0	
235. Lagoon Pocket	42	30	72	39	28	67	33	25	58	1	...	...	1	...	...	2	124 14 6	617 17 0	Opened 6th June, 1900
236. Laidley North	112	133	245	101	113	214	80	90	170	1	...	...	2	1	1	5	483 9 1	1 14 6	
237. ,, South	38	38	76	32	33	65	23	24	47	1	...	...	...	1	...	2	229 16 8	0 14 9	

238.	Lake's Creek	189	164	353	164	132	296	133	101	234	1	...	...	2	1	3	7	637	3	2	1	12	0		
239.	Leyburn	31	36	67	29	33	62	24	27	51	1	...	...	...	...	1	2	251	14	3	4	6	0		
240.	Loganholme	18	25	43	13	23	36	10	19	29	1	...	...	...	...	...	1	170	16	9					
241.	Longreach	229	225	454	167	160	327	123	113	236	1	1	...	...	2	2	6	848	16	0	1	1	0		
242.	Lord John Swamp	35	27	62	32	24	56	18	14	32	1	...	...	...	...	...	1	239	8	1	13	12	6		
243.	Lowood	72	83	155	60	77	137	52	66	118	1	...	...	1	...	1	3	407	13	2	4	0	0		
244.	Lytton	34	31	65	22	23	45	16	16	32	1	...	...	...	...	...	1	130	4	6	1	8	0		
245.	Mackay—Boys	412	...	412	338	...	338	284	...	284	1	3	...	1	6	...	11	1,158	1	3					
246.	„ Girls and Infants	121	496	617	83	430	513	66	356	422	...	...	1	5	...	4	10	805	17	7	53	13	7		
247.	„ North	32	29	61	27	21	48	22	15	37	1	...	...	...	...	...	1	244	12	7	46	15	5		
248.	Maida Hill	10	17	27	10	14	24	7	9	16	1	...	...	...	...	...	1	94	13	0	5	0	0		
249.	Ma Ma Creek	35	40	75	32	33	65	24	24	48	1	...	...	...	...	1	2	236	15	9	20	0	0		
250.	Marburg	98	66	164	81	53	134	64	43	107	1	...	...	1	1	...	3	393	16	7	82	8	0		
251.	Mareeba	189	202	391	143	160	303	113	126	239	1	1	...	2	1	2	7	754	1	8	453	8	0		
252.	Marian	45	52	97	38	44	82	29	35	64	1	...	...	...	...	1	2	264	2	0	10	13	0		
	MARYBOROUGH—																								
253.	Albert	565	508	1,073	472	411	883	395	339	734	1	4	...	7	1	4	17	1,857	1	9	331	7	3		
254.	Central—Boys	399	...	399	338	...	338	298	...	298	1	3	...	...	5	...	9	1,046	15	7	} 197	12	7		
255.	„ Girls	...	289	289	...	244	244	...	211	211	...	...	1	2	...	3	6	638	3	6					
256.	„ Infants	116	108	224	78	78	156	62	64	126	...	...	1	1	...	1	3	300	6	0					
257.	East	109	82	191	94	73	167	84	63	147	1	...	...	2	1	...	4	520	5	7					
258.	St. Helen's	71	62	133	59	54	113	48	46	94	1	...	...	1	...	1	3	394	13	6	6	7	8		
259.	Sunbury	41	25	66	26	19	45	22	16	38	1	...	...	...	...	...	1	166	10	3					
260.	West	196	188	384	160	151	311	135	130	265	1	1	...	3	1	2	8	1,026	3	8	3	15	0		
261.	Maytown	18	29	47	15	25	40	11	19	30	1	...	...	...	...	...	1	248	0	7	63	5	6		
262.	Meringandan	49	49	98	41	35	76	34	28	62	1	...	...	...	...	1	2	251	17	3					
263.	Merritt's Creek	35	37	72	29	31	60	23	25	48	1	...	...	...	...	1	2	240	18	0	0	10	6		
264.	Milbong	39	27	66	36	24	60	27	22	49	1	...	...	...	...	1	2	215	13	6	1	18	6		
265.	Miles	41	54	95	35	46	81	27	37	64	1	...	...	1	...	...	2	312	6	8	82	10	6		
266.	Milford	32	36	68	23	31	54	16	24	40	1	...	...	...	...	...	1	100	14	11	609	0	0	Opened 9th July, 1900.	
267.	Milora	53	48	101	46	41	87	41	37	78	1	...	...	1	1	...	3	302	13	9	1	11	0		
268.	Minden	35	29	64	30	27	57	27	24	51	1	...	...	...	1	...	2	289	7	2	4	0	0		
269.	Mirani	35	61	96	30	55	85	23	46	69	1	...	...	1	...	...	2	299	12	8	13	16	10		
270.	Mitchell	109	107	216	90	89	179	66	63	129	1	...	...	1	1	1	4	463	16	5	47	12	0		
271.	Moggill	32	29	61	27	25	52	18	18	36	1	...	...	...	...	...	1	209	18	1	0	7	6		
272.	Montalbion	25	26	51	24	22	46	22	19	41	1	...	...	...	...	...	1	218	16	10					
273.	Morven	38	29	67	30	20	50	26	15	41	1	...	...	...	...	...	1	337	4	9	565	9	6		
274.	Mossman River	51	30	81	41	26	67	33	22	55	1	...	...	1	...	...	2	298	12	1	230	12	11		
275.	Mountain View	57	51	108	49	42	91	38	34	72	1	...	...	...	...	2	3	253	8	9	105	2	3		
276.	Mount Beppo	33	18	51	29	15	44	23	12	35	1	...	...	...	...	...	1	207	7	8					
277.	Mount Crosby	34	28	62	30	24	54	25	18	43	1	...	...	...	...	...	1	209	7	11	53	9	6		
278.	Mount Gravatt	95	96	191	73	78	151	57	59	116	1	...	...	2	...	...	3	478	3	4	42	14	6		
279.	Mount Kent	20	17	37	19	16	35	15	11	26	1	...	...	...	...	...	1	146	1	7	1	5	0		
280.	Mount Morgan—Boys	570	...	570	470	...	470	391	...	391	1	3	...	...	5	...	9	1,004	16	7	} 208	1	6		
281.	„ Girls and Infants	194	661	855	121	568	689	93	449	542	..	...	1	6	...	9	16	1,177	2	10					
282.	„ Red Hill	211	222	433	159	169	328	118	124	242	1	1	...	2	1	4	9	684	14	10	183	16	0	Opened 22nd Jan., 1900.	
283.	Mount Perry	55	50	105	47	46	93	42	40	82	1	...	...	...	1	...	2	332	10	0	0	5	0		
284.	Mount Walker	19	28	47	18	24	42	14	18	32	1	...	...	...	...	...	1	169	0	6	30	2	0		
285.	Mungar	41	37	78	38	31	69	30	26	56	1	...	...	1	...	...	2	285	14	9	1	4	6		
286.	Murphy's Creek	29	24	53	25	19	44	21	15	36	1	...	...	...	...	...	1	211	15	0	10	17	6		
287.	Muttaburra	49	59	108	39	45	84	31	36	67	1	...	...	1	...	...	2	331	3	8	3	5	0		
288.	Nambour	75	57	132	62	49	111	49	36	85	1	...	...	...	1	...	2	265	14	2	1	10	6		
289.	Nanango	59	48	107	48	42	90	39	33	72	1	...	...	1	...	...	2	299	2	4	0	16	0		
290.	Nerang	47	36	83	40	34	74	32	26	58	1	...	...	...	1	...	2	290	18	1	0	7	0		
291.	Normanby	29	28	57	27	27	54	22	23	45	1	...	...	...	1	...	2	275	10	0	29	5	0		
292.	Normanton	114	89	203	98	80	178	81	62	143	1	1	...	1	...	2	5	615	17	8	9	19	6		
293.	North Branch	7	10	17	5	10	15	4	7	11	...	...	1	...	...	...	1	57	11	8	5	4	0		
294	North Pine	78	92	170	54	60	114	41	45	86	1	...	...	1	1	...	3	360	19	9	82	15	0		
295.	Nudgee	53	46	99	48	42	90	43	35	78	1	...	...	...	1	...	2	286	17	7	22	6	6		

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1900 - *continued.*

No.	State Schools.	Attendance, 1900. Annual Enrolment. Boys.	Girls.	Total.	Mean Quarterly Enrolment. Boys.	Girls.	Total.	Average Daily Attendance. Boys.	Girls.	Total.	Staff of Instructors, 1900. Teachers. Males. Trained.	Untrained.	Females. Trained.	Untrained.	Pupil Teachers. Males.	Females.	Total.	Expenditure, 1900. Salaries and Allowances. £	s.	d.	Building, Furnishing, and Repairs. £	s.	d.	Remarks.
	STATE SCHOOLS—*continued.*																							
296.	Nundah	208	269	477	176	217	393	143	170	313	1	1	...	2	2	3	9	881	13	2				
297.	Oakey Creek	68	60	128	52	46	98	30	41	70	1	...	...	...	1	1	3	242	5	7	1	6	7	
298.	Ormiston	15	9	24	14	8	22	10	6	16	..	...	1	...	...	...	1	76	8	8	40	0	0	
299.	Owanyilla	13	10	23	13	9	22	11	8	19	1	...	...	...	...	...	1	101	4	8	17	7	6	
300.	Oxley	41	38	79	34	31	65	27	23	50	1	...	...	...	...	1	3	218	10	4	24	14	6	
301.	Posh Mountain	62	53	115	55	43	98	40	35	81	1	...	...	...	...	1	3	247	10	0				
302.	Pialba	57	73	130	44	56	100	33	43	76	1	...	...	1	...	...	2	205	11	1	0	5	6	
303.	Pimpama	22	29	51	19	26	45	13	18	31	1	...	...	...	...	...	1	200	6	0	138	5	0	
304.	Pimpama Island	47	41	88	41	30	80	33	34	67	1	...	...	1	...	...	3	287	12	10	65	19	6	
305.	Pine Hill	17	25	42	13	22	34	8	15	23	...	...	1	...	...	...	1	103	0	11				
306.	Pine Mountain	27	28	55	24	21	45	15	15	30	1	...	...	...	...	...	1	166	7	2				
307.	Pinkenba	86	82	168	73	71	144	58	56	114	1	...	...	1	...	1	3	365	0	0	72	14	8	
308.	Pittsworth	123	109	232	105	93	198	84	73	157	1	...	...	1	2	1	5	442	8	3	1	2	6	
309.	Plainland	54	42	96	45	37	82	35	28	63	1	...	...	1	...	...	2	352	17	3	68	15	0	
310.	Plainview	20	26	46	24	24	48	20	20	40	1	...	...	...	...	...	1	200	13	4	1	10	0	
311.	Port Douglas	51	57	108	46	48	94	38	40	78	1	...	...	...	1	...	2	208	1	10	1	10	0	
312.	Postman's Ridge	20	18	38	15	14	29	11	9	20	1	...	...	...	...	...	1	97	10	5				
313.	Pratten	39	38	77	30	37	73	20	30	58	1	...	...	1	...	...	2	308	6	4	184	10	9	
314.	Prenzlau	25	29	54	24	28	52	20	22	42	1	...	...	...	...	...	1	120	10	6	619	2	0	Opened 1st May, 1900
315.	Pullen Vale	18	10	28	17	10	27	11	8	19	...	...	1	...	...	...	1	74	15	0	27	10	0	
316.	Purga Creek	50	36	86	45	31	76	31	21	52	1	...	...	...	...	1	3	234	4	0	1	0	0	
317.	Ramsay	19	22	41	16	19	35	12	16	28	1	...	...	...	...	...	1	164	12	0	12	0	0	
318.	Ravenswood	218	183	401	165	143	308	134	119	253	1	2	...	3	1	1	7	902	14	2	121	16	0	
319.	Ravenswood Junction	39	48	87	31	38	69	27	30	57	1	...	...	...	1	...	2	260	0	11				
320.	Redbank	23	17	40	18	15	33	14	11	25	1	...	...	...	...	...	1	104	7	6				
321.	Redbank Plains	27	24	51	25	21	46	19	16	35	1	...	...	...	...	...	1	160	11	11	37	5	0	
322.	Redland Bay	43	41	84	37	36	73	33	32	65	1	...	...	...	...	1	3	288	5	3	1	5	0	
323.	Rosevale	38	43	81	27	40	67	20	29	49	1	...	...	1	...	...	2	247	1	7	48	0	0	
	Rockhampton																							
324.	Allenstown	340	365	705	290	272	571	254	212	466	1	1	...	3	3	4	13	1,341	5	5	21	10	0	
325.	Central Boys	668	..	668	594	..	594	461	..	461	1	7	...	1	6	...	16	1,068	7	7	81	19	10	
326.	,, Girls	..	602	602	..	458	458	...	347	347	...	...	1	5	...	3	9	1,018	6	3				
327.	,, Infants	169	223	392	108	141	249	70	100	170	...	...	1	2	...	2	5	515	5	10				
328.	Crescent Lagoon	93	96	189	70	72	142	54	57	111	1	...	...	1	1	...	3	498	2	7	8	18	5	
329.	North Boys	479	..	479	366	...	366	277	...	277	1	2	...	...	5	...	8	950	12	6	44	18	6	
330.	,, Girls and Infants	119	533	652	77	445	522	58	325	378	...	...	1	5	...	5	11	954	0	0				
331.	Pink Lily Lagoon	35	22	57	29	20	49	21	15	36	1	...	...	...	...	...	1	215	17	1	30	0	0	
332.	Port Curtis Road	90	110	200	82	90	172	64	69	133	1	...	...	1	...	2	4	362	18	1	40	11	2	
333.	Rockles	76	84	160	68	73	141	57	59	116	1	...	...	1	...	1	3	412	11	5	18	19	0	

334.	Roma	274	219	493	214	170	384	169	128	297	1	1	...	3	1	2	8	933	17	10	5	9	9		
335.	Rosevale	65	52	117	53	45	98	43	36	79	1	...	...	1	...	...	2	280	0	5	10	3	0		
336.	Rosewood	81	87	168	67	78	145	53	62	115	1	...	...	1	...	1	3	409	11	7	35	15	6		
337.	Samford	33	22	55	32	21	53	24	15	39	1	...	...	...	...	...	1	114	6	0	104	0	0		
338.	Sandgate	248	212	460	195	157	352	160	120	280	1	1	...	4	1	1	8	889	13	9	95	5	0		
339.	Sandy Creek	34	38	72	29	30	59	22	19	41	1	...	...	...	...	...	1	167	6	1	11	4	10		
340.	Sellheim	94	72	166	78	62	140	62	44	106	1	...	...	1	1	1	4	385	18	5	0	19	7		
341.	Seventeen-mile Rocks	10	7	17	10	7	17	9	6	15	1	...	...	...	...	...	1	96	5	0					
342.	Sharon	42	36	78	32	30	62	25	24	49	1	...	...	...	1	...	2	238	16	0	5	2	0		
343.	Sherwood	158	129	287	128	101	229	107	79	186	1	...	...	2	1	2	6	589	3	9	245	10	0		
344.	Southbrook	26	29	55	24	26	50	21	22	43	1	...	...	...	...	...	1	166	8	5	17	18	0		
345.	Southport	163	160	323	129	133	262	105	108	213	1	...	...	2	...	3	6	605	17	10	5	6	0		
346.	Spring Creek	75	62	137	69	54	123	50	43	93	1	...	...	...	1	1	3	350	13	1	117	14	6		
347.	Springside	55	59	114	50	54	104	38	44	82	1	...	...	1	...	1	3	287	5	11					
348.	Springsure	94	84	178	77	60	137	59	49	108	1	...	...	...	1	2	4	394	0	8	34	15	0		
349.	Spring Valley	28	38	66	24	34	58	18	28	46	1	...	...	...	...	...	1	215	13	0	1	15	0		
350.	Stafford	96	106	202	79	82	161	64	63	127	1	...	...	2	1	...	4	463	9	3	20	16	0		
351.	Stanthorpe	56	44	100	45	36	81	33	27	60	1	...	...	...	...	1	2	267	14	3	179	4	6		
352.	Stanwell	43	27	70	38	23	61	30	17	47	1	...	...	...	...	...	1	208	18	3	4	9	0		
353.	St. George	78	88	166	72	70	142	54	50	104	1	...	...	1	...	1	3	408	15	7	74	6	0		
354.	St. Lawrence	68	80	148	53	66	119	40	50	90	1	...	...	...	2	...	3	299	0	2	149	0	6		
355.	Sugarloaf	23	27	50	17	20	37	13	17	30	1	...	...	...	...	...	1	176	1	7	1	5	0		
356.	Surat	78	42	120	66	35	101	53	26	79	1	...	...	...	...	1	2	243	1	6	56	2	0		
357.	Swan Creek	51	48	99	46	42	88	29	28	57	1	...	...	1	...	...	2	302	15	1	129	16	0		
358.	Swanfels	46	45	91	37	38	75	27	27	54	1	...	...	1	...	...	2	294	1	1	8	15	0		
359.	Tallebudgera	15	14	29	11	10	21	8	7	15	1	...	...	...	...	...	1	104	16	10	2	0	0		
360.	Tallegalla	42	37	79	39	35	74	32	30	62	1	...	...	...	1	...	2	324	4	7	1	5	0		
361.	Tambo	56	38	94	52	34	86	39	23	62	1	...	...	...	...	1	2	295	12	2	17	2	0		
362.	Tarampa	59	62	121	54	60	114	50	55	105	1	...	...	1	1	...	3	413	13	1					
363.	Taringa	205	162	367	205	162	367	174	135	309	1	1	...	3	...	4	9	177	16	7	909	9	4	Opened 8th Oct., 1900.	
364.	Taroom	62	55	117	48	45	93	36	37	73	1	...	...	1	...	...	2	342	18	9	312	15	6		
365.	Te Kowai	49	49	98	38	38	76	29	26	55	1	...	...	...	...	1	2	259	3	10	45	3	6		
366.	Templin	49	38	87	40	35	75	32	29	61	1	...	...	...	1	...	2	286	12	5	1	5	0		
367.	Tent Hill, Lower	30	21	51	29	19	48	20	14	34	1	...	...	...	...	...	1	164	15	7					
368.	,, Upper	31	31	62	28	29	57	20	19	39	1	...	...	...	...	...	1	121	0	5	35	17	0		
369.	Terrors Creek	37	39	76	33	32	65	26	28	54	1	...	...	1	...	...	2	307	16	6	2	17	6		
370.	Teviotville	59	53	112	54	48	102	44	39	83	1	...	...	1	...	...	2	340	10	0	110	1	6		
371.	Texas	42	48	90	33	33	66	23	24	47	1	...	...	...	1	...	2	247	6	11	1	0	0	Opened 22nd Jan., 1900.	
372.	Tewantin	46	37	83	40	32	72	32	25	57	1	...	...	1	...	...	2	250	5	6	2	5	0		
373.	Thane's Creek	29	21	50	26	19	45	20	15	35	1	...	...	...	...	...	1	177	2	1	56	2	0	Opened 22nd Jan., 1900.	
374.	Thargomindah	50	46	96	37	35	72	24	24	48	1	...	...	1	1	...	3	312	9	6	89	15	0		
375.	Thornborough	29	23	52	23	21	44	19	16	35	1	...	...	...	...	...	1	129	16	2	6	8	0		
376.	Thornton	18	17	35	16	15	31	11	12	23	1	...	...	...	...	...	1	144	16	4	0	14	0		
377.	Thursday Island	76	64	140	65	51	116	50	39	89	1	...	...	1	...	...	2	368	5	5	9	1	6		
378.	Tiaro	88	87	175	84	84	168	68	65	133	1	...	...	1	1	3	6	568	9	10	6	8	6		
379.	Tinana	113	109	222	102	95	197	98	83	176	1	1	...	...	...	3	5	496	11	7					
380.	Tingalpa	31	28	59	25	26	51	20	18	38	1	...	...	...	...	...	1	224	17	3	9	7	6		
381.	Tivoli	40	29	69	35	23	58	29	18	47	1	...	...	...	...	1	2	231	11	7	36	15	0		
382.	Toolburra South	17	11	28	15	11	26	10	6	16	...	...	1	...	...	...	1	74	8	9	53	0	0		
	TOOWOOMBA—																								
383.	East	305	245	550	228	203	431	181	157	338	1	3	...	3	2	1	10	1,209	16	11	7	18	0		
384.	Middle Ridge	85	103	188	76	91	167	63	77	140	1	...	...	2	...	1	4	498	8	6	2	10	0		
385.	North—Boys	451	...	451	352	...	352	282	...	282	1	3	...	1	3	...	8	1,167	12	5	178	15	10		
386.	,, Girls and Infants	106	461	567	67	367	434	52	282	334	...	...	1	6	...	1	8	820	17	6					
387.	South—Boys	259	...	259	200	...	200	162	...	162	1	2	...	...	1	...	4	702	7	3					
388.	,, Girls	...	301	301	...	261	261	...	206	206	...	...	...	...	...	...	...	...			9	6	0	Closed 28th Sep., 1900.	
389.	,, Infants	83	69	152	60	55	115	47	43	90	...	...	...	...	...	...	...	164	9	6					
390.	,, Girls and Infants	55	314	369	55	314	369	45	249	294	...	...	1	4	...	4	9	640	14	3		...		Opened 1st Oct., 1900.	
391.	Torbanlea	67	79	146	59	67	126	50	54	104	1	...	...	...	...	2	3	326	16	8	13	0	5		

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1900—*continued.*

No.	SCHOOLS.	ATTENDANCE, 1900.									STAFF OF INSTRUCTORS, 1900.							EXPENDITURE, 1900.		Remarks.
		Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
											Males.		Females.							
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
	STATE SCHOOLS—*continued.*																			
	TOWNSVILLE—																			
392.	Central—Boys	324	...	324	223	...	223	175	...	175	1	2	...	1	...	1	5	585 1 11	12 0 0	
393.	,, Girls and Infants	100	387	487	63	291	354	47	226	273	...	...	1	4	...	3	8	625 3 3		
394.	Mundingburrah	124	109	233	94	86	180	69	64	133	1	...	...	2	...	...	3	461 11 10	37 7 0	
395.	North	210	133	343	178	102	280	140	78	218	1	1	...	1	...	3	6	585 8 2	11 0 0	
396.	Ross Island	432	423	855	351	333	684	281	259	540	1	3	...	3	2	5	14	1,362 5 0	63 17 0	
397.	West	531	456	987	411	355	766	332	281	613	1	3	...	7	...	5	16	1,651 4 9	85 11 4	
398.	Tummaville	19	17	36	17	15	32	11	11	22	1	...	...	...	...	...	1	132 8 0	28 0 0	
399.	Umbirom	22	23	45	17	20	37	13	18	31	1	...	...	...	...	...	1	177 13 0		
400.	Urangan	30	22	52	29	18	47	23	14	37	1	...	...	...	...	...	1	168 2 11	33 10 0	
401.	Walkerston	98	101	199	77	90	167	60	74	134	1	...	...	1	...	2	4	480 12 7	22 5 3	
402.	Wallangarra	30	33	63	27	28	55	23	23	46	1	...	...	...	1	...	2	281 11 9	5 19 6	
403.	Walloon	46	41	87	36	32	68	28	23	51	1	...	...	...	...	1	2	250 12 2		
404.	Wallumbilla	60	69	129	51	57	108	38	42	80	1	...	...	...	1	1	3	259 3 0	96 12 0	
405.	Warner	27	29	56	23	26	49	20	18	38	1	...	...	...	...	...	1	210 9 1	1 10 0	
406.	Warra	25	26	51	22	19	41	17	14	31	1	...	...	...	...	...	1	172 19 9	3 10 0	
407.	Warrill Creek	52	37	89	43	30	73	33	23	56	1	...	...	...	1	...	2	227 10 0	10 0 0	
	WARWICK—																			
408.	East	70	57	127	47	36	83	32	24	56	1	...	...	1	...	...	2	406 8 8	8 5 0	
409.	West—Boys	293	...	293	239	...	239	189	...	189	1	1	...	...	4	...	6	787 9 7	0 5 0	
410.	,, Girls and Infants	57	283	340	35	234	269	24	173	197	...	...	1	2	...	3	6	530 17 4		
411.	Waterford	61	75	136	54	67	121	42	56	98	1	...	...	1	2	...	4	409 14 9	47 4 9	
412.	Watsonville	39	27	66	35	25	60	32	22	54	1	...	...	...	...	1	2	233 3 7	71 10 0	
413.	Wellington Point	70	50	120	58	41	99	49	33	82	1	...	...	1	...	...	2	339 18 1	158 2 0	
414.	Westwood	52	58	110	41	52	93	30	36	66	1	...	...	1	...	...	2	274 13 8	31 17 0	
415.	Wilsonton	83	76	159	72	62	134	60	49	109	1	...	...	1	1	...	3	449 16 1	35 18 0	
416.	Winton	159	132	291	132	106	238	102	82	184	1	...	...	1	...	2	4	562 3 9	101 15 0	
417.	Wivenhoe	15	4	19	13	4	17	11	3	14	1	...	...	...	...	...	1	92 1 6	57 5 0	
418.	Woodford	35	32	67	27	27	54	22	23	45	1	...	...	...	...	...	1	207 14 6	1 7 0	
419.	Woodhill	32	32	64	29	25	54	25	21	46	1	...	...	...	...	1	2	247 6 8	6 3 0	
420.	Woodview	23	29	52	22	27	49	16	21	37	1	...	...	...	...	...	1	165 4 3	5 14 0	
421.	Woombye	48	37	85	39	30	69	32	23	55	1	...	...	...	...	1	2	239 6 0	1 0 0	
422.	Woongarra	26	38	64	19	26	45	11	17	28	1	...	...	...	...	...	1	201 18 3	51 10 0	
423.	Wynnum	201	151	352	138	106	244	101	75	176	1	1	...	2	1	...	5	599 19 2	104 1 6	
424.	Yaamba	11	6	17	10	5	15	8	5	13	...	...	1	...	...	...	1	82 19 11		
425.	Yangan	70	63	133	58	53	111	43	42	85	1	...	...	1	1	...	3	349 5 7	101 19 0	
426	Yengarie	50	49	99	36	40	76	30	33	63	1	...	...	1	...	...	2	327 8 8	3 3 0	
427.	Yeppoon	66	60	126	52	50	102	40	38	78	1	...	...	1	...	...	2	307 14 8	13 14 6	
428.	Yeronga	102	108	210	85	92	177	69	73	142	1	1	...	1	1	...	4	511 18 1	9 5 6	
429.	Yeulba	68	69	137	54	58	112	41	42	83	1	...	...	1	1	...	3	395 2 6	11 15 0	
430.	Zillmere	70	69	139	56	61	117	45	51	96	1	...	...	2	...	...	3	428 18 7	1 5 0	

PROVISIONAL SCHOOLS.

1. Accommodation Creek	19	22	41	14	17	31	9	12	21	...	...	1	...	...	...	1	82	18	2	4	4	0	
2. Adavale	35	32	67	30	25	55	25	19	44	...	...	1	1	...	...	2	159	8	11	30	0	0	
3. Airdale	14	10	24	8	9	17	6	6	12	...	...	1	...	...	...	1	83	6	3				
4. Albionville	18	17	35	16	16	32	12	12	24	1	...	...	...	...	...	1	103	1	11				
5. Alligator Creek	20	16	36	15	14	29	9	9	18	...	...	1	...	...	...	1	73	2	7	8	0	0	
6. Alcomba	15	22	37	11	13	24	9	9	18	...	...	1	...	...	...	1	83	16	7	10	4	9	
7. Alton Downs	30	19	49	28	17	45	19	11	30	...	...	1	...	...	...	1	83	14	9	0	7	0	
8. Amby	39	26	65	33	22	55	23	14	37	1	...	...	...	...	...	1	124	13	1	...			Closed 31st December, 1900; became a State school from 1st Jan., 1901.
9. Anakie	23	23	46	20	22	42	18	19	37	1	...	...	...	...	...	1	123	12	0				
10. Anderleigh	12	13	25	11	11	22	8	9	17	1	...	...	...	...	...	1	92	17	10	0	7	6	
11. Angellala	19	9	28	14	7	21	13	6	19	...	...	1	...	...	...	1	83	10	2	...			
12. Annievale	7	8	15	5	8	13	4	6	10	...	...	1	...	...	...	1	51	15	2	...			Opened 26th Feb., 1900.
13. Aramara	19	8	27	16	8	24	12	6	18	...	...	1	...	...	...	1	74	1	10	10	16	0	
14. Armstrong Creek	6	16	22	5	15	20	4	13	17	...	...	1	...	...	...	1	71	16	7	...			Opened 31st Jan., 1900.
15. Arrilalah	9	9	18	8	8	16	6	6	12	1	...	...	...	...	...	1	92	4	1				
16. Atherton	34	27	61	23	18	41	18	13	31	...	...	1	...	...	...	1	104	8	8				
17. Atkinson's Lagoon	26	20	46	23	17	40	18	14	32	1	...	...	...	...	...	1	113	5	3				
18. Avondale	15	13	28	14	11	25	13	9	22	...	...	1	...	...	...	1	83	17	8				
19. Ayton	14	9	23	12	8	20	9	6	15	1	...	...	...	...	...	1	94	3	3				
20. Balmoral	7	7	14	6	7	13	3	4	7	1	...	...	...	...	...	1	95	10	4				
21. Barker's Creek	19	19	38	17	15	32	13	10	23	...	...	1	...	...	...	1	80	1	4				
22. Bathampton	24	32	56	20	26	46	17	19	36	...	...	1	...	...	...	1	103	19	7				
23. Bemersyde	14	9	23	12	8	20	10	7	17	...	...	1	...	...	...	1	69	8	7				
24. Benowa	29	32	61	22	21	43	17	17	34	1	...	...	...	...	...	1	113	10	0				
25. Bergen	45	29	74	44	26	70	33	19	52	1	...	...	1	...	...	2	138	17	1	15	13	7	
26. Bidwell	12	19	31	11	17	28	8	14	22	...	...	1	...	...	...	1	82	6	0				
27. Biggenden Mines	14	12	26	12	12	24	8	9	17	...	...	1	...	...	...	1	74	0	11	1	8	0	
28. Bigriggan	11	10	21	8	7	15	5	5	10	...	...	1	...	...	...	1	53	16	5	19	4	0	
29. Bingera	6	3	9	6	1	7	5	1	6	...	...	1	...	...	...	1	48	11	0				
30. Birdsville	9	9	18	7	8	15	7	7	14	1	...	...	...	...	...	1	157	7	5	28	0	0	
31. Blackall Range	6	11	17	4	8	12	3	5	8	...	...	1	...	...	...	1	59	10	11				
32. Blackbutt	17	17	34	14	12	26	11	8	19	...	...	1	...	...	...	1	85	7	6	15	12	0	
33. Blackfellow's Creek	44	26	70	32	20	52	25	16	41	...	...	1	...	...	...	1	106	5	4				
34. Blackwater	19	25	44	18	21	39	15	17	32	1	...	...	...	...	...	1	115	8	7	82	8	0	
35. Blair Athol	22	29	51	18	26	44	14	11	25	...	...	1	...	...	...	1	105	17	8				
36. Blaxland	9	6	15	8	5	13	6	3	9	1	...	...	...	...	...	1	71	6	11				
37. Bollier	11	12	23	10	10	20	7	9	16	...	...	1	...	...	...	1	74	9	1				
38. Bollon	26	24	50	19	18	37	16	15	31	...	...	1	...	...	...	1	114	8	0				
39. Bona Vista	8	7	15	5	5	10	3	4	7	1	...	...	...	...	...	1	83	6	4	...			Closed 19th Oct., 1900.
40. Bondoola	8	6	14	6	4	10	5	4	9	...	...	1	...	...	...	1	42	8	3				
41. Booie	28	24	52	25	22	47	18	16	34	...	...	1	...	...	...	1	80	9	11				
42. Boolboonda	15	19	34	13	17	30	8	13	21	...	...	1	...	...	...	1	72	6	0	0	6	0	
43. Boolburra	24	11	35	18	8	26	14	6	20	1	...	...	...	...	...	1	101	1	4				
44. Bororen	13	13	26	10	10	20	8	8	16	...	...	1	...	...	...	1	70	18	2	56	8	10	
45. Boundary	10	16	26	9	15	24	7	11	18	1	...	...	...	...	...	1	104	12	7				
46. Bowenville	19	19	38	18	17	35	12	14	26	...	...	1	...	...	...	1	83	2	6				
47. Branch Creek	17	20	37	15	16	31	10	12	22	...	...	1	...	...	...	1	81	15	8				
48. Bridgewater	13	15	28	12	13	25	10	11	21	1	...	...	...	...	...	1	68	3	6	...			Opened 14th May, 1900.
49. Brigalow Gully	15	12	27	13	9	22	11	7	18	...	...	1	...	...	...	1	84	4	11				
50. Brixton	11	13	24	9	12	21	9	11	20	...	...	1	...	...	...	1	76	2	9	126	14	5	Opened 5th Mar., 1900.
51. Bromelton	18	21	39	16	17	33	11	12	23	...	...	1	...	...	...	1	83	13	0				
52. Brooyar	9	17	26	8	15	23	6	11	17	...	...	1	...	...	...	1	73	5	10				
53. Brown's Plains	9	9	18	9	7	16	7	5	12	...	...	1	...	...	...	1	73	16	10	88	8	0	
54. Broxburn	12	14	26	9	13	22	8	11	19	...	...	1	...	...	...	1	73	13	1				
55. Bucca Crossing	40	26	66	34	20	54	23	14	37	1	...	...	...	...	...	1	113	6	8				
56. Bunburra	18	23	41	17	20	37	13	14	27	...	...	1	...	...	...	1	81	17	2				

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST OF MAINTENANCE during 1900—*continued.*

SCHOOLS.	ATTENDANCE, 1900.									STAFF OF INSTRUCTORS, 1900.							EXPENDITURE, 1900.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
																	£ s. d.	£ s. d.	
PROVISIONAL SCHOOLS—*continued.*																			
57. Bunya Creek	25	15	40	19	9	28	12	6	18	...	...	1	...	...	...	1	75 11 0	31 18 0	
58. Burpengary	15	8	23	11	6	17	8	5	13	1	...	...	...	...	...	1	93 18 8		
59. Burton	18	16	34	16	14	30	13	12	25	1	...	...	...	...	...	1	90 4 0	94 7 2	Opened 22nd Feb., 1900.
60. Bustard Head	4	4	8	3	2	5	3	2	5	...	...	1	...	...	...	1	32 8 6		
61. Byrnestown	29	18	47	26	16	42	16	9	25	1	...	...	...	...	...	1	98 5 0	6 16 0	
62. Calcifer	22	16	38	18	8	26	15	5	20	1	...	...	...	...	...	1	116 11 6	130 4 9	Opened 12th Mar., 1900.
63. Caloundra	6	5	11	5	4	9	4	4	8	...	...	1	...	...	...	1	34 9 4		
64. Camboon	10	5	15	8	5	13	8	4	12	1	...	...	...	...	...	1	101 5 5		
65. Cambooya	26	11	37	20	8	28	14	6	20	1	...	...	...	...	...	1	103 14 0		
66. Camooweal	12	19	31	10	17	27	8	12	20	1	...	...	...	...	...	1	177 6 3		
67. Cania	19	13	32	12	10	22	9	7	16	1	...	...	...	...	...	1	109 8 10		
68. Canungera, Lower	9	9	18	7	7	14	7	6	13	...	...	1	...	...	...	1	65 16 2		
69. Canungera, Upper	24	16	40	16	12	28	11	10	21	...	...	1	...	...	...	1	70 5 8		
70. Canning Creek	13	4	17	12	4	16	10	3	13	1	...	...	...	...	...	1	103 3 10		
71. Cannon Vale	10	7	17	9	7	16	7	5	12	...	...	1	...	...	...	1	77 11 7	1 7 0	
72. Capella	34	35	69	34	35	69	28	26	54	...	...	...	...	...	...	...	84 18 9	...	Became State school from 1st June, 1900.
73. Cape Moreton	8	8	16	7	7	14	5	6	11	...	...	1	...	...	...	1	42 1 4		
74. Cardbeign	19	18	37	16	14	30	10	10	20	1	...	...	...	...	...	1	100 11 5	5 4 0	
75. Carney's Creek	9	11	20	7	9	16	5	7	12	...	...	1	...	...	...	1	73 8 6		
76. Carrington	19	23	42	16	16	32	12	11	23	1	...	...	...	...	...	1	98 6 11		
77. Castleton	2	5	7	2	4	6	2	3	5	1	...	...	...	...	...	1	52 7 9	...	Re-opened 12th Feb., 1900.
78. Cawdor	20	25	45	17	22	39	14	17	31	1	...	...	...	...	...	1	112 0 7	11 17 0	
79. Cecil Plains	10	9	19	9	8	17	8	7	15	1	...	...	...	...	...	1	87 19 2		
80. Chamber's Flat	10	8	18	10	7	17	8	5	13	...	...	1	...	...	...	1	66 3 11	24 0 0	
81. Charleston	8	13	21	7	12	19	6	9	15	1	...	...	...	...	...	1	123 7 0		
82. Charlwood	20	12	32	16	9	25	12	6	18	...	...	1	...	...	...	1	72 15 8		
83. Chatsworth	17	17	34	14	15	29	12	13	25	1	...	...	...	...	...	1	78 14 2	90 14 5	Opened 18th April, 1900.
84. Cherry Gully	11	6	17	11	6	17	10	6	16	...	...	1	...	...	...	1	22 14 10	...	Opened 6th Aug., 1900.
85. Christiansburg	12	12	24	11	11	22	9	9	18	1	...	...	...	...	...	1	95 8 9		
86. Christmas Creek	31	26	57	26	20	46	17	13	30	1	...	...	...	...	...	1	108 5 4	...	Closed 31st Dec, 1900; became State school from 1st Jan., 1901.
87. Clarendon	5	6	11	5	6	11	5	6	11	...	...	1	...	...	...	1	63 8 11		
88. Clyde Creek	11	22	33	10	19	29	8	16	24	1	...	...	...	...	...	1	102 17 5		
89. Coal Creek	13	17	30	12	15	27	9	12	21	...	...	1	...	...	...	1	75 17 0	2 10 0	
90. Coen	26	27	53	22	24	46	16	20	36	1	...	...	...	...	...	1	180 7 0		
91. Coleyville	12	9	21	11	8	19	10	8	18	...	...	1	...	...	...	1	64 13 3		
92. Columboola	17	14	31	17	13	30	15	11	26	...	...	1	...	...	...	1	84 7 6		
93. Coochin Creek	14	22	36	12	20	32	10	16	26	...	...	1	...	...	...	1	84 17 3		

94. Coochin, Lower (Mount French)	...	...	22	18	40	18	14	32	11	10	21	...	...	1	...	...	...	1	82	9	9							
95. Coolabunia	...	...	30	24	54	23	20	43	17	16	33	1	...	...	...	...	...	1	105	16	1	9	14	0				
96. Coolmunda	...	...	10	14	24	9	13	22	9	12	21	...	...	1	...	...	...	1	80	14	1	80	7	6	Opened 12th Mar., 1900.			
97. Cooran	...	...	36	24	60	30	19	49	23	14	37	...	...	1	...	...	...	1	93	13	5							
98. Coorooca	...	...	13	12	25	10	9	19	8	7	15	...	...	1	...	...	...	1	73	11	6							
99. Coowonga	...	...	13	11	24	13	9	22	11	7	18	...	...	1	...	...	...	1	72	8	1							
100. Cordalba	...	...	63	71	134	53	60	113	43	47	90	1	...	...	2	...	...	3	226	7	1							
101. Crocodile Creek	...	...	72	46	118	59	37	96	44	27	71	...	...	...	...	...	...	...	131	4	1	...			Became State school from 27th Aug., 1900.			
102. Cross Roads	...	...	15	13	28	13	10	23	11	7	18	...	...	1	...	...	...	1	73	5	3							
103. Croydon King	...	...	25	28	53	24	21	45	20	16	36	1	...	...	...	...	...	1	145	0	11							
104. Cumonju	...	...	33	31	64	24	24	48	16	18	34	...	...	1	...	...	...	1	121	6	5							
105. Curra	...	...	34	29	63	29	24	53	22	17	39	...	...	1	...	...	...	1	92	16	4							
106. Currigee	...	...	9	13	22	8	11	19	6	9	15	1	...	...	...	...	...	1	93	8	4							
107. Currumbin Creek	...	...	7	11	18	6	11	17	4	8	12	1	...	...	...	...	...	1	93	8	3							
108. Cuttaburra	...	...	11	16	27	9	15	24	6	9	15	...	...	1	...	...	...	1	88	10	8							
109. Dalysford	...	...	12	10	22	10	9	19	6	8	14	...	...	1	...	...	...	1	70	7	8	3	4	0				
110. Dareel	...	...	14	9	23	10	7	17	9	5	14	...	...	1	...	...	...	1	92	10	11	15	18	7				
111. Dargal	...	...	2	10	12	2	9	11	2	7	9	...	...	1	...	...	...	1	50	10	8	...			Opened 6th Mar., 1900.			
112. Darlington	...	...	25	12	37	22	10	32	17	7	24	1	...	...	...	...	...	1	103	11	7							
113. Deborah	...	...	15	16	31	12	12	24	9	10	19	1	...	...	...	...	...	1	103	16	9							
114. Deception Bay	...	...	6	12	18	4	10	14	3	8	11	...	...	1	...	...	...	1	66	9	6							
115. Deep Lead	...	...	17	15	32	13	14	27	10	11	21	1	...	...	...	...	...	1	123	4	8							
116. Degilbo	...	...	40	18	58	31	15	46	22	10	32	...	...	1	...	...	...	1	92	14	6	0	10	0				
117. Delaney's Creek	...	...	15	14	29	11	13	24	9	10	19	...	...	1	...	...	...	1	75	8	5							
118. Diddillibah	...	...	12	23	35	10	15	25	8	9	17	1	...	...	...	...	...	1	92	14	9							
119. Dingo	...	...	13	17	30	12	16	28	11	13	24	...	...	1	...	...	...	1	77	11	11	69	12	0	Re-opened 22nd Jan., 1900.			
120. Djuan	...	...	26	26	52	20	25	45	14	16	30	1	...	...	...	...	...	1	114	15	8	16	3	4				
121. Doctor's Creek	...	...	16	26	42	16	26	42	8	17	25	...	...	...	...	...	...	...	24	14	10	...			Became State school from 2nd April, 1900.			
122. Domville	...	...	10	9	19	10	7	17	7	4	11	...	...	1	...	...	...	1	69	3	5							
123. Donnyville	...	...	14	14	28	10	12	22	8	10	18	1	...	...	...	...	...	1	126	7	8	21	1	7	Formerly called Donnybrook.			
124. Doongal, Lower	...	...	6	9	15	6	8	14	5	6	11	...	...	1	...	...	...	1	57	13	7							
125. Double Island Point	...	...	8	3	11	6	3	9	4	2	6	...	...	1	...	...	...	1	32	4	5							
126. Douglas Creek	...	...	11	10	21	10	9	19	7	7	14	1	...	...	...	...	...	1	102	11	4							
127. Dow's Creek	...	...	13	13	26	11	12	23	8	9	17	...	...	1	...	...	...	1	72	17	4							
128. Drillham	...	...	15	15	30	14	14	28	11	10	21	...	...	1	...	...	...	1	80	2	7	79	12	0				
129. Drummer's Creek	...	...	13	15	28	12	14	26	9	11	20	...	...	1	...	...	...	1	72	18	5	18	8	0				
130. Dry Paddock	...	...	9	9	18	8	8	16	6	7	13	...	...	1	...	...	...	1	73	6	9							
131. Duingal	...	...	13	10	23	10	9	19	7	6	13	...	...	1	...	...	...	1	72	1	2							
132. Dulong	...	...	10	11	21	10	9	19	8	6	14	...	...	1	...	...	...	1	73	2	7							
133. Dundas	...	...	20	11	31	18	10	28	15	8	23	...	...	1	...	...	...	1	82	6	6							
Dundee	...	...	7	5	12	7	4	11	7	4	11	1	...	...	...	...	...	1	41	12	11	...			Opened 1st June, 1900.			
Dowran	...	...	15	21	36	13	20	33	10	14	24	...	...	1	...	...	...	1	78	19	4							
	...	...	8	10	18	7	6	13	6	5	11	1	...	...	...	...	...	1	88	18	11							
Aral	...	...	17	16	33	16	13	29	15	11	26	1	...	...	...	...	...	1	105	13	4	9	0	0				
	...	...	6	4	10	5	3	8	4	2	6	...	...	1	...	...	...	1	24	0	10	...			Closed 23rd May, 1900.			
	...	...	11	10	21	9	9	18	6	8	14	...	...	1	...	...	...	1	77	1	3							
	...	...	20	15	35	17	13	30	11	8	19	1	...	...	...	...	...	1	84	5	8							
	...	...	16	8	24	12	6	18	10	5	15	1	...	...	...	...	...	1	75	16	8							
	...	...	5	11	16	5	10	15	5	9	14	...	...	1	...	...	...	1	73	17	3	8	16	0				
	...	...	9	9	18	8	8	16	5	6	11			1				1	63	0	4							

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1900—*continued.*

SCHOOLS.	ATTENDANCE, 1900.									STAFF OF INSTRUCTORS, 1900.							EXPENDITURE, 1900.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
																	£ s. d.	£ s. d.	
PROVISIONAL SCHOOLS —*continued.*																			
150. Eulo	25	26	51	19	21	40	13	14	27	1	...	...	...	...	...	1	135 2 8	4 3 7	
151. Eumundi	35	35	70	28	31	59	19	24	43	1	...	...	...	...	...	1	116 5 5		
152. Euthulla	25	21	46	22	17	39	16	12	28	...	...	1	...	...	...	1	84 8 9		
153. Evelyn Scrub	13	7	20	12	7	19	12	6	18	...	...	1	...	...	...	1	83 14 2		
154. Evergreen	12	16	28	10	14	24	9	10	19	...	...	1	...	...	...	1	73 15 4		
155. Evlinton	15	13	28	14	10	24	12	8	20	1	...	...	...	...	...	1	106 16 9		
156. Fairhill	11	18	29	8	16	24	6	14	20	...	...	1	...	...	...	1	74 4 5		
157. Fairney View	28	18	46	24	17	41	17	13	30	1	...	...	...	...	...	1	108 6 5	16 8 0	
158. Fairymead	14	18	32	12	17	29	10	14	24	...	...	1	...	...	...	1	68 2 11		
159. Ferndale	9	10	19	8	8	16	6	7	13	...	...	1	...	...	...	1	72 8 4		
160. Flagstone Creek	20	32	52	16	25	41	12	20	32	1	...	...	...	...	...	1	115 2 11		
161. Flat Top	1	4	5	1	4	5	1	4	5	...	...	1	...	...	...	1	22 6 0		
162. Flying Fish Point	6	8	14	6	8	14	4	7	11	...	...	1	...	...	...	1	24 11 10	...	Closed 27th July, 1900.
163. Forbes Creek	8	10	18	6	8	14	4	6	10	...	...	1	...	...	...	1	41 3 9	...	Re-opened 14th May, 1900.
164. Fordsdale	15	22	37	12	18	30	9	15	24	1	...	...	...	...	...	1	103 2 9	10 9 7	
165. Frenchman's Creek	15	7	22	15	7	22	11	7	18	...	...	1	...	...	...	1	8 10 0	176 9 7	Opened 22nd Nov., 1900.
166. Freshwater	26	24	50	23	21	44	18	15	33	1	...	...	...	...	...	1	116 6 7		
167. Gilbert River	10	10	20	8	7	15	5	5	10	1	...	...	...	...	...	1	102 15 9		
168. Gindie	16	15	31	14	14	28	11	10	21	...	...	1	...	...	...	1	85 15 0	14 8 0	
169. Girofla	23	7	30	19	6	25	14	5	19	1	...	...	...	...	...	1	123 3 2		
170. Givelda	12	10	22	10	10	20	8	9	17	1	...	...	...	...	...	1	88 16 1	1 10 0	
171. Gladfield	13	17	30	11	15	26	7	10	17	...	...	1	...	...	...	1	73 0 9		
172. Glastonbury Creek	18	14	32	15	13	28	11	10	21	1	...	...	...	...	...	1	94 2 6		
173. Glenaven	16	17	33	13	13	26	10	10	20	1	...	...	...	...	...	1	104 1 7	0 10 0	
174. Glengallan	14	17	31	11	16	27	9	12	21	1	...	...	...	...	...	1	92 19 9		
175. Glenlyon	12	9	21	7	6	13	6	5	11	...	...	1	...	...	...	1	65 9 11		
176. Goganjo	15	11	26	14	11	25	11	10	21	1	...	...	...	...	...	1	97 3 9		
177. Goodwood	7	15	22	7	15	22	6	13	19	...	...	1	...	...	...	1	15 1 3	91 13 6	Opened 18th Oct., 1900.
178. Goondi	17	12	29	13	9	22	11	8	19	...	...	1	...	...	...	1	85 11 7		
179. Goondiwindi East	17	19	36	15	17	32	12	13	25	1	...	...	...	...	...	1	112 16 1	22 8 0	
180. „ West...	19	6	25	17	5	22	13	4	17	1	...	...	...	...	...	1	110 6 10	70 8 0	Opened 22nd Jan., 1900.
181. Gootchie	20	16	36	14	10	24	11	7	18	1	...	...	...	...	...	1	83 17 0		
182. Gowrie Estate	34	25	59	31	22	53	24	18	42	1	...	...	...	...	...	1	116 18 0		
183. Grantham Scrub	20	25	45	18	22	40	12	13	25	...	...	1	...	...	...	1	82 14 8		
184. Greenbank	12	11	23	9	10	19	7	7	14	...	...	1	...	...	...	1	72 0 7		
185. Gregor's Creek	18	10	28	16	9	25	12	8	20	1	...	...	...	...	...	1	92 4 8	10 8 0	
186. Gregory	12	12	24	11	11	22	10	9	19	...	...	1	...	...	...	1	42 0 6	95 18 0	Opened 9th July, 1900.
187. Grosvenor Flat	15	13	28	12	13	25	8	9	17	1	...	...	...	...	...	1	98 8 0	15 18 10	
188. Gunalda	21	19	40	17	18	35	13	14	27	...	...	1	...	...	...	1	88 7 7	29 18 5	
189. Gundiah	23	22	45	13	13	26	14	15	29			1	...	...	...	1	85 1 5		

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1900—*continued.*

SCHOOLS.	ATTENDANCE, 1900.									STAFF OF INSTRUCTORS, 1900.							EXPENDITURE, 1900.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
246. Logan Village	37	24	61	33	22	55	26	18	44	1	...	...	...	...	...	1	127 14 5	4 18 9	To be State school from 1st January, 1901.
247. Longreach West	22	22	44	20	18	38	12	13	25	1	...	...	...	...	...	1	58 11 0	138 15 6	Opened 9th July, 1900.
248. Lucinda Point	10	17	27	8	12	20	7	10	17	...	...	1	...	...	...	1	82 9 6		
249. Macalister	19	16	35	16	16	32	13	14	27	1	...	...	...	...	...	1	101 13 11	26 8 0	
250. McDonald's Flat	24	14	38	19	10	29	14	7	21	1	...	...	...	...	...	1	111 8 1		
251. McKinlay	21	20	41	19	17	36	14	13	27	...	...	1	...	..	...	1	122 6 0		
252. Macknade	25	28	53	21	21	42	17	16	33	1	...	...	...	...	...	1	113 18 9		
253. Macrossan Bridge	18	22	40	14	17	31	8	15	23	1	...	...	...	...	...	1	116 16 2		
254. Maleny	13	14	27	9	12	21	6	9	15	1	...	...	...	...	...	1	82 4 11		
255. Mapleton	14	13	27	12	11	23	10	9	19	...	...	1	...	...	...	1	74 14 5		
256. Marblestone	18	7	25	16	7	23	15	7	22	1	...	...	...	...	...	1	103 15 11		
257. Mareeba Gold Field	15	14	29	14	13	27	13	12	25	...	...	1	...	...	...	1	92 6 0		
258. Maroon	19	19	38	19	18	37	15	14	29	1	...	...	...	...	...	1	103 14 7		
259. Martintown	13	15	28	9	8	17	5	4	9	1	...	...	...	...	...	1	100 5 11		
260. Marton	11	11	22	9	9	18	7	7	14	1	...	...	...	...	...	1	103 13 1		
261. Maudsland	21	17	38	16	13	29	12	8	20	...	...	1	...	...	...	1	78 6 3	2 9 9	
262. Merinda	40	35	75	37	32	69	28	24	52	...	...	1	1	...	...	2	152 2 3		
263. Merryvale	15	11	26	13	8	21	9	5	14	...	...	1	...	...	...	1	73 2 6		
264. Mia Mia	12	10	22	10	9	19	7	7	14	...	...	1	...	...	...	1	81 6 4	12 16 0	Opened 22nd Jan., 1900.
265. Miara	11	13	24	11	10	21	9	7	16	...	...	1	...	...	...	1	74 17 8		
266. Milford	22	28	50	20	27	47	14	20	34	...	...	...	...	...	...	...	56 3 0	...	Became State school from 9th July, 1900.
267. Milsted	22	22	44	18	18	36	14	15	29	...	...	1	...	...	...	1	79 1 1	0 2 6	
268. Mingo	8	10	18	8	9	17	6	8	14	1	...	...	...	...	...	1	90 7 7		
269. Miriam Vale	34	19	53	25	15	40	19	9	28	1	...	...	...	...	...	1	85 19 5		
270. Miva	6	10	16	5	9	14	4	7	11	...	...	1	...	...	...	1	73 0 10		
271. Mocatty's Corner	13	8	21	10	7	17	6	6	12	...	...	1	...	...	...	1	66 8 7		
272. Monal	48	31	79	38	26	64	26	18	44	...	...	1	1	...	...	2	146 1 2		
273. Monkey Waterholes	29	23	52	24	19	43	18	15	33	1	...	...	...	...	...	1	107 17 0	0 5 0	
274. Moolboolaman	11	15	26	10	14	24	7	11	18	...	...	1	...	...	...	1	74 15 9		
275. Mooloolah	8	6	14	8	5	13	7	4	11	...	...	1	...	...	...	1	72 13 7		
276. Mooloolah Plains	9	14	23	9	11	20	7	7	14	...	...	1	...	...	...	1	73 3 10		
277. Moombra	9	14	23	6	12	18	4	11	15	1	...	...	...	...	...	1	90 18 1		
278. Moonmera	16	15	31	15	14	29	13	12	25	...	...	1	...	...	...	1	46 19 7	104 8 0	Opened 9th July, 1900.
279. Moorang	13	19	32	12	18	30	8	13	21	1	...	...	...	...	...	1	88 7 0		
280. Moorlands	13	12	25	11	12	23	10	10	20	1	...	...	...	...	...	1	95 4 7		
281. Moss View	13	14	27	10	13	23	6	10	16	...	...	1	...	...	...	1	75 0 2		
Motley	14	15	29	11	11	22	10	9	19	...	...	1	...	...	...	1	64 14 2	70 0 8	Opened 12th Mar., 1900.
Mount Alford	22	17	39	19	13	32	15	10	25	...	...	1	...	...	...	1	83 9 7	19 4 1	
Mount Berryman	12	19	31	10	18	28	7	14	21	...	...	1	...	...	...	1	82 6 8	2 8 0	
Mount Bopple	22	20	42	18	17	35	14	11	25	1	...	...	...	...	...	1	102 17 10	38 15 7	

[illegible]t Britten	9	10	19	7	8	15	4	7	11	1	...	...	...	...	...	1	104	2	3							
[illegible]t Campbell	14	13	27	13	11	24	10	8	18	1	...	...	...	...	...	1	92	17	0							
[illegible]at Cotton	23	20	43	21	19	40	17	16	33	1	...	...	...	...	...	1	112	19	1							
[illegible]nt Darry	11	19	30	9	18	27	8	13	21	...	...	1	...	...	...	1	79	16	10	87	0	0				
[illegible]nt Forbes	13	25	38	13	22	35	11	19	30	1	...	...	...	...	...	1	98	5	2							
[illegible]nt French	7	5	12	7	5	12	6	5	11	...	...	1	...	...	...	1	8	8	8	74	2	6	Opened 19th Nov., 1900.			
[illegible]nt Hedlow	26	16	42	23	14	37	15	11	26	1	...	...	...	...	...	1	114	11	6	31	10	2				
Mount Janet	16	6	22	14	6	20	10	4	14	...	...	1	...	...	...	1	72	15	8							
[illegible]nt Larcombe	9	8	17	8	7	15	7	6	13	...	...	1	...	...	...	1	71	8	2							
295. Mount Leyshon	11	16	27	10	14	24	9	12	21	1	...	...	...	...	...	1	107	2	7							
296. Mount Marlow	7	8	15	7	8	15	6	8	14	1	...	...	...	...	...	1	16	1	6	99	12	6	Opened 22nd Oct., 1900.			
297. Mount Mee	14	10	24	11	8	19	8	6	14	...	...	1	...	...	...	1	73	7	4							
298. Mountside	9	8	17	7	7	14	6	5	11	...	...	1	...	...	...	1	67	7	6							
299. Mount Shamrock	16	10	26	13	9	22	11	7	18	1	...	...	...	...	...	1	93	6	6							
300. Mount Sylvia	33	32	65	24	28	52	18	21	39	1	...	...	...	...	...	1	117	7	10	25	7	8				
301. Mount View	4	9	13	4	9	13	4	8	12	...	...	1	...	...	...	1	73	0	8							
302. Mount Whitestone	26	21	47	25	20	45	20	16	36	1	...	...	...	...	...	1	114	9	5							
303. Muckadilla	13	16	29	11	15	26	8	9	17	1	...	...	...	...	...	1	126	4	5							
304. Mudgeraba	10	11	21	9	10	19	7	9	16	...	...	1	...	...	...	1	74	7	6	11	16	0				
305. Mudgeraba, Lower	14	13	27	14	12	26	12	9	21	...	...	1	...	...	...	1	83	0	9							
306. Mulga	17	21	38	16	17	33	12	12	24	...	...	1	...	...	...	1	83	7	5							
307. Mulgrave	61	51	112	53	44	97	35	29	64	1	...	...	1	...	...	2	183	1	2							
308. Mundoo	22	24	46	16	18	34	12	14	26	1	...	...	...	...	...	1	113	11	1	25	0	0				
309. Mungindi...	23	24	47	19	18	37	13	11	24	1	...	...	...	...	...	1	123	10	10							
310. Mungore	26	22	48	22	20	42	17	16	33	...	...	1	...	...	...	1	91	1	5							
311. Munna Creek	26	18	44	25	17	42	20	14	34	...	...	1	...	...	...	1	79	11	8							
312. Murray River	6	8	14	5	7	12	4	5	9	1	...	...	...	...	...	1	93	2	9							
313. Nankin Junction	22	10	32	18	9	27	15	7	22	...	...	1	...	...	...	1	75	8	9							
314. Neardie	3	5	8	3	5	8	2	5	7	...	...	1	...	...	...	1	43	9	5							
315. Nebo	24	20	44	17	18	35	14	14	28	1	...	...	...	...	...	1	114	11	11	15	2	2				
316. Nerang, Upper	32	20	52	28	16	44	21	12	33	...	...	1	...	...	...	1	91	8	0							
317. Neurum Creek	16	24	40	12	19	31	8	12	20	...	...	1	...	...	...	1	86	1	11							
318. Neusa Vale	6	5	11	5	5	10	4	5	9	...	...	1	...	...	...	1	54	15	11							
319. Newton (Esk)	23	16	39	22	12	34	16	10	26	...	...	1	...	...	...	1	76	3	0	20	16	3				
320. New Zealand Gully	14	15	29	11	14	25	8	12	20	1	...	...	...	...	...	1	104	10	2							
321. Nigger Creek	19	15	34	14	14	28	12	12	24	...	...	1	...	...	...	1	94	2	1	42	19	2				
322. Nindaroo	15	18	33	13	14	27	11	11	22	...	...	1	...	...	...	1	77	17	8							
323. Nobby	26	26	52	22	23	45	14	16	30	...	...	1	...	...	...	1	85	0	7	11	16	0				
324. Noogoora...	5	8	13	5	8	13	5	7	12	...	...	1	...	...	...	1	36	4	4	...			Opened 30th July, 1900.			
325. Normanby Gold Field	14	20	34	13	18	31	9	15	24	1	...	...	...	...	...	1	112	12	6							
326. North Baffle Creek...	16	14	30	13	12	25	8	9	17	1	...	...	...	...	...	1	97	9	7	0	5	0				
327. Northcote	7	10	17	5	9	14	4	8	12	1	...	...	...	...	...	1	66	10	3							
328. North Eton	31	18	49	26	14	40	19	12	31	...	...	1	...	...	...	1	94	9	1							
329. North Maclean	14	24	38	9	20	29	8	16	24	...	...	1	...	...	...	1	80	9	0	5	11	1				
330. Oakview	7	10	17	6	7	13	5	5	10	...	...	1	...	...	...	1	62	9	0							
331. Obum Obum	24	6	30	22	5	27	19	4	23	1	...	...	...	...	...	1	104	4	1							
332. O'Mara's Bridge	17	15	32	17	13	30	13	10	23	...	...	1	...	...	...	1	76	4	0	14	4	10				
333. Ormeau	9	20	29	7	17	24	5	12	17	1	...	...	...	...	...	1	123	0	10							
334. Paddock Swamp	13	16	29	11	12	23	8	9	17	...	...	1	...	...	...	1	74	10	8							
335. Palen Creek	11	15	26	10	14	24	7	10	17	...	...	1	...	...	...	1	69	2	3							
336. Palmwoods (Rosehill)	20	27	47	15	15	30	10	10	20	...	...	1	...	...	...	1	72	8	1	76	0	0				
337. Paradise	29	16	45	22	12	34	17	8	25	1	...	...	...	...	...	1	127	6	8	0	6	0				
338. Parkhurst	17	20	37	16	17	33	14	16	30	1	...	...	...	...	...	1	62	17	0	100	7	2	Opened 11th June, 1900.			
339. Park Ridge	10	16	26	8	15	23	7	11	18	...	...	1	...	...	...	1	72	8	4							
340. Parson's Point	28	22	50	20	19	39	16	15	31	1	...	...	...	...	...	1	95	18	3							
341. Peachester	7	11	18	6	10	16	4	8	12	...	...	1	...	...	...	1	68	10	6							
342. Pechey	18	19	37	12	14	26	10	11	21	1	...	...	...	...	...	1	92	17	7							
343. Pentland	47	40	87	36	33	69	32	31	63	1	...	...	1	...	...	2	249	1	4							
344. Perseverance Creek...	23	18	41	21	15	36	16	12	28	1	...	.	..	...	...	1	103	14	7	10	10	10				

384. Ross River	18	17	35	14	14	28	9	10	19	...	...	1	...	...	...	1	82	19	7	10	3	7	
385. Rosevale	20	16	36	15	14	29	11	11	22	...	...	1	...	...	...	1	84	14	4	53	1	6	
386. Rosville	12	11	23	8	9	17	6	6	12	1	...	...	...	...	...	1	102	6	0				
387. Rubyanna	16	14	30	10	11	21	8	10	18	...	...	1	...	...	...	1	58	9	1				
388. Samson Creek	12	20	32	11	19	30	8	14	22	...	...	1	...	...	...	1	79	3	9				
389. Sandhills	27	20	47	18	15	33	13	11	24	...	...	1	...	...	...	1	80	10	9				
390. Sandy Cape	6	9	15	6	6	12	5	5	10	...	...	1	...	...	...	1	42	12	4				
391. San José	9	7	16	8	5	13	6	4	10	1	..	...	...	...	...	1	47	15	0	...			Opened 5th Feb., 1900.
392. Scotchy Pocket	8	7	15	7	6	13	7	6	13	...	...	1	...	...	...	1	53	10	10	...			Opened 8th May, 1900.
393. Scrubby Mount	15	11	26	13	9	22	7	6	13	...	...	1	...	..	...	1	73	2	8				
394. Sea Hill	2	5	7	2	4	6	2	3	5	...	...	1	...	...	...	1	36	2	9	...			Became full time school from 2nd Apr., 1900.
395. Severn River	14	15	29	12	11	23	10	9	19	...	...	1	...	...	...	1	77	9	8				
396. Sheep Station Creek	14	17	31	12	16	28	9	12	21	1	...	...	...	...	...	1	102	1	5				
397. Short Cut	9	14	23	7	12	19	5	11	16	...	...	1	...	...	...	1	74	1	3	0	5	0	
398. Silver Spur	19	18	37	17	16	33	13	12	25	...	...	1	...	...	...	1	94	16	6				
399. Silverwood	14	14	28	12	13	25	8	11	19	1	...	...	...	...	...	1	98	9	4				
400. Six-Mile Camping Reserve	15	7	22	15	7	22	13	5	18	...	...	1	...	...	...	1	43	5	0	85	12	0	Opened 9th July, 1900.
401. Slack's Creek	19	9	28	16	8	24	14	8	22	...	...	1	...	...	...	1	80	1	4				
402. Smithfield	21	22	43	18	18	36	14	13	27	1	...	...	...	...	...	1	114	11	2				
403. Southern Cross	11	10	21	9	8	17	7	6	13	...	...	1	...	...	...	1	83	2	7				
404. Spring Flat	8	10	18	8	10	18	6	8	14	...	...	1	...	...	...	1	73	18	10				
405. Stamford	12	14	26	10	11	21	8	8	16	1	...	...	...	...	...	1	121	4	9	133	8	0	
406. Stanley River	25	16	41	19	14	33	12	11	23	1	...	...	...	...	...	1	102	6	0				
407. Stanmore	6	7	13	6	6	12	5	5	10	1	...	...	...	...	...	1	89	8	8	2	18	10	
408. Stewart's Creek	47	35	82	33	28	61	22	19	41	1	...	...	1	...	...	2	130	7	8				
409. Stonehenge	12	16	28	12	15	27	10	14	24	1	...	...	...	...	...	1	50	14	2	...			Opened 3rd Sept., 1900.
410. St. Ruth	4	16	20	4	15	19	3	11	14	...	...	1	...	...	...	1	74	14	11				
411. Stockleigh	14	6	20	12	4	16	10	3	13	...	...	1	...	...	...	1	74	12	1	73	8	0	
412. Stony Creek	9	6	15	7	5	12	5	4	9	...	...	1	...	...	...	1	45	4	0				
413. Strathane	11	13	24	10	11	21	8	9	17	...	...	1	...	...	...	1	71	18	0				
414. Summer Hill	22	17	39	15	12	27	12	9	21	...	...	1	...	...	...	1	71	6	5				
415. Tsabinga Village	26	22	48	21	21	42	14	16	30	...	..	1	...	...	...	1	83	0	3				
416. Table Top	31	23	54	21	15	36	17	12	29	1	...	...	...	...	...	1	194	11	9	446	8	3	
417. Tambourine	13	15	28	12	15	27	8	9	17	...	...	1	...	...	...	1	75	4	7				
418. Tambourine Mountain	6	4	10	5	4	9	4	3	7	...	...	1	...	...	...	1	49	5	3	...			Opened 19th Feb., 1900.
419. Taraborah	8	7	15	8	7	15	7	5	12	...	...	1	...	...	...	1	24	13	8	89	12	0	Opened 13th Sept., 1900.
420. Tate Tin Mines	8	11	19	6	8	14	4	5	9	1	...	...	...	...	...	1	106	6	2				
421. Teebar East	9	11	20	9	10	19	6	7	13	...	...	1	...	...	...	1	72	10	10				
422. Tegege	6	8	14	4	8	12	4	7	11	...	..	1	...	...	...	1	62	18	7				
423. Teutoburg	18	5	23	17	4	21	14	4	18	1	...	...	...	...	...	1	94	3	6				
424. Teviot	16	8	24	13	7	20	9	5	14	...	...	1	...	...	...	1	69	10	10				
425. Teviotville Railway Station	17	22	39	16	21	37	13	18	31	..	...	1	...	...	...	1	83	19	4				
426. The Leap	16	15	31	12	14	26	6	9	15	1	...	...	...	...	...	1	92	10	3				
427. Theresa Creek	8	13	21	7	11	18	5	9	14	...	...	1	...	...	...	1	82	17	7				
428. The Springs	28	11	39	23	10	33	15	6	21	...	...	1	...	...	...	1	84	16	0				
429. Thinoomba	14	15	29	13	9	22	10	6	16	...	...	1	...	...	...	1	74	0	3				
430. Tipton	5	8	13	4	7	11	3	6	9	...	...	1	...	...	...	1	47	18	8				
431. Tonk's Camp	6	5	11	6	5	11	5	4	9	...	...	1	...	...	...	1	64	3	10	66	1	8	Opened 23rd May, 1900.
432. Toompine	7	7	14	7	7	14	4	5	9	1	...	...	...	...	...	1	65	1	8	...			Opened 13th July, 1900.
433. Toonpan	17	23	40	15	17	32	12	13	25	...	...	1	...	...	...	1	93	9	4				
434. Toorbul	31	17	48	24	13	37	18	10	28	...	...	1	...	...	...	1	79	19	1				
435. Torrens Creek	29	27	56	24	21	45	17	15	32	...	...	1	...	...	...	1	112	17	4				
436. Townson	16	12	28	12	12	24	9	10	19	...	...	1	...	...	...	1	62	19	6				
437. Traveston	17	9	26	15	7	22	10	5	15	...	...	1	...	...	...	1	73	7	0	81	1	2	
438. Traveston Siding	23	22	45	18	18	36	15	14	29	...	...	1	...	...	...	1	91	12	6	4	17	0	
439. True Blue	22	19	41	18	13	31	15	10	25	1	...	...	...	...	...	1	134	3	10	0	8	6	
440. Tryphinia	15	20	35	12	18	30	10	14	24	1	...	...	...	...	...	1	93	10	0				
441. Ulam South	10	3	13	9	3	12	7	2	9	...	...	1	...	...	...	1	59	13	0	...			Opened 7th Feb., 1900.
442. Ulam Upper	16	4	20	13	4	17	10	4	14	1	...	...	...	...	...	1	95	19	8				

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1900—*continued.*

SCHOOLS.	ATTENDANCE, 1900.									STAFF OF INSTRUCTORS, 1900.							EXPENDITURE, 1900.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																			
443. Upper Forest Springs	7	10	17	7	10	17	6	9	15	...	...	1	...	...	...	1	70 4 2	14 8 0	
444. Upper North Pine	41	33	74	34	30	64	24	22	46	1	...	...	...	...	...	1	117 8 3		
445. Urandangie	7	12	19	4	7	11	2	7	9	1	...	...	...	...	...	1	152 6 0		
446. Veresdale Scrub	24	28	52	21	25	46	16	20	36	1	...	...	...	...	...	1	115 0 3		
447. Victoria Plantation	22	18	40	19	17	36	15	12	27	...	...	1	...	...	...	1	94 12 9		
448. Villeneuve	9	12	21	5	10	15	4	9	13	1	...	...	...	...	...	1	90 16 4		
449. Wallal	6	10	16	6	10	16	5	8	13	...	...	1	...	...	...	1	26 19 6	0 2 0	Opened 3rd Sept., 1900
450. Wallaroo	20	11	31	15	8	23	13	6	19	1	...	...	...	...	...	1	89 8 0		
451. Wararba	15	13	28	12	11	23	9	8	17	...	...	1	...	...	...	1	73 12 2		
452. Warden Bend	16	6	22	14	4	18	11	4	15	...	...	1	...	...	...	1	82 19 3		
453. Warooby	18	24	42	14	22	36	10	16	26	...	...	1	...	...	...	1	84 4 0		
454. Watawa	47	34	81	41	32	73	27	25	52	1	...	...	1	...	...	2	156 3 7	5 0 0	
455. Welcome Pocket	22	11	33	18	9	27	15	7	22	...	...	1	...	...	...	1	90 0 10	8 0 0	
456. Wellcamp	21	21	42	18	16	34	15	12	27	1	...	...	...	...	...	1	110 7 0	3 12 0	
[illegible] Westbrook	8	14	22	7	13	20	6	11	17	...	...	1	...	...	...	1	73 8 2		
[illegible]stbury	8	13	21	7	10	17	6	9	15	...	...	1	...	...	...	1	72 13 6		
[illegible] Haldon	12	12	24	12	12	24	9	9	18	...	...	1	...	...	...	1	68 16 9		
[illegible] Prairie	12	7	19	7	4	11	8	3	11	1	...	...	...	...	...	1	89 4 1		
[illegible]ale	10	11	21	9	9	18	5	5	10	...	...	1	...	...	...	1	64 1 11		
[illegible]o	20	19	39	16	17	33	10	10	20	1	...	...	...	...	...	1	102 6 0		
... ...	10	9	19	9	9	18	8	8	16	1	...	...	...	...	...	1	93 3 10		
[illegible]ra	10	7	17	9	6	15	7	6	13	1	...	...	...	...	...	1	114 15 2		
... ...	10	8	18	7	6	13	5	6	11	...	...	1	...	...	...	1	71 14 5	13 6 5	
... ...	15	22	37	14	21	35	11	17	28	1	...	...	...	...	...	1	86 13 9	1 1 0	
... ...	13	22	35	11	19	30	8	14	22	...	...	1	...	...	...	1	76 5 11	9 12 0	
... ...	31	24	55	31	23	54	23	17	40	...	...	1	...	...	...	1	103 13 6		
... ...	28	31	59	26	29	55	18	22	40	1	...	...	...	...	...	1	115 14 4		
... ...	13	18	31	12	15	27	10	12	22	...	...	1	...	...	...	1	83 0 6	40 15 2	
[illegible] Creek	19	18	37	13	13	26	10	8	18	...	...	1	...	...	...	1	81 5 9	5 12 0	
[illegible]eek	18	21	39	14	16	30	12	12	24	...	...	1	...	...	...	1	92 10 1		
[illegible]	25	39	64	19	31	50	15	23	38	...	...	1	...	...	...	1	85 12 7		
[illegible]	21	17	38	17	14	31	12	9	21	1	...	...	...	...	...	1	104 12 9	108 17 3	
[illegible]	22	43	65	19	36	55	16	30	46	...	...	1	...	...	...	1	88 14 4	30 15 7	
... ...	9	6	15	9	6	15	7	5	12	...	...	1	...	...	...	1	4 9 3	...	Re-opened 26th Nov., 1900.
[illegible]eek	14	12	26	12	9	21	10	7	17	...	...	1	...	...	...	1	72 15 4	22 10 5	
... ...	18	14	32	13	9	22	10	6	16	1	...	...	...	...	...	1	92 6 0		
... ...	26	29	55	24	24	48	18	19	37	1	...	...	...	...	...	1	113 1 6		

ISIONAL SCHOOLS.																						
... ...	5	2	7	5	2	7	5	2	7	1	...	...	...	...	...	1	27	16	6	...		Closed 9th April, 1900.
... ...	4	4	8	4	4	8	4	4	8													
... ...	4	3	7	4	3	7	4	3	7	1	...	...	...	...	...	1	62	15	1			
... ...	4	3	7	4	3	7	4	3	7													
... ...	7	9	16	6	9	15	5	8	13	1	...	...	...	...	...	1	127	11	8			Closed 27th April, 1900.
... ...	13	10	23	9	8	17	6	5	11													
... ...	3	3	6	3	3	6	3	2	5	1	...	...	...	...	...	1	23	10	0	...		Closed 29th June, 1900.
... ...	4	3	7	4	3	7	3	3	6	...	...	1	...	...	...	1	16	10	7	...		
... ...	5	2	7	5	2	7	5	2	7													
... ...	15	6	21	14	6	20	10	5	15	1	...	...	...	...	...	1	93	11	9			
... ...	13	2	15	13	2	15	12	2	14													
gle	1	8	9	1	8	9	1	7	8	...	...	1	....	...	...	1	72	6	0			
... ...	14	5	19	11	3	14	8	2	10													
... ...	2	6	8	2	5	7	2	5	7	1	...	...	...	...	...	1	104	1	1			
... ...	2	6	8	2	6	8	2	5	7													
...le No. 1	3	9	12	3	7	10	3	5	8	1	...	...	...	...	...	1	93	6	2			
...dale No. 2	4	8	12	4	7	11	4	5	9													
CHOOLS AT REFORMATORY AND BENEVOLENT ESTABLISHMENTS.																						
1. Deebing Creek	19	35	54	14	26	40	12	23	35	...	...	1	...	...	...	1	40	13	2			
2. Murray Island	59	67	126	53	63	116	42	50	92	1	...	...	...	...	...	1	182	15	8			
3. Myora	14	25	39	9	20	29	6	16	22	1	...	...	...	...	...	1	103	10	6	48	14	2
4. Westbrook Reformatory	114	...	114	68	...	68	63	...	63	1	...	...	...	...	...	1	...					
Totals :—																						
State	48,012	43,876	91,888	38,768	35,656	74,424	30,997	27,794	58,791	380	168	48	423	296	403	1,718	196,042	10	3	34,330	12	8
Provisional	8,191	7,658	15,849	6,911	6,515	13,426	5,281	5,001	10,282	193	...	289	13	...	...	495	42,059	8	9	5,849	8	2
Benevolent and Reformatory Establishments	206	127	333	144	109	253	123	89	212	3	...	1	...	...	...	4	326	19	4	48	14	2
Grand Totals	56,409	51,661	108,070	45,823	42,280	88,103	36,401	32,884	69,285	576	168	338	436	296	403	2,217	238,428	18	4	40,228	15	0

THOS. McINTYRE, Registrar.

Table D.

Year.	Gross Enrolment	Net Enrolment	Average Daily Attendance	Increase: Gross Enrolment	Increase: Net Enrolment	Increase: Average Daily Attendance
1891	77,137	67,091	40,004	...	...	...
1892	78,880	70,490	40,970	1,750	3,004	971
1893	78,330	70,440	44,190	*550	*50	*1,810
1894	76,080	67,720	50,000	*2,201	*2,710	810
1895	82,837	75,042	48,270	6,710	6,810	8,270
1896	90,780	81,764	55,310	7,910	7,812	6,040
1897	95,020	85,220	60,710	4,240	3,470	5,400
1898	99,007	88,200	64,000	3,980	2,970	†1,290
1899	103,544	92,120	68,100	4,537	3,920	4,097
1900	108,070	95,310	69,980	4,520	3,190	1,880

* Decrease owing to raising of minimum age from five to six and to general financial depression. † Decrease a year of unusual sickness.

Table E.

Classification of Children.

	Year.	Children. Boys.	Girls.	Total.	Class I. Boys.	Girls.	Total.	Class II. Boys.	Girls.	Total.	Class III. Boys.	Girls.	Total.	Class IV. Boys.	Girls.	Total.	Class V. Boys.	Girls.	Total.	Class VI. Boys.	Girls.	Total.
Number of Classes in Operation at the close of the year	1891	...	...	...	600	596	600	670	670	662	611	611	607	3000	3000	302	91	92	110			
	1892	...	...		630	620	657	656	641	103	699	699	650	4400	4400	6400	3001	3007	1100	78	73	119
	1893				681	665	691	618	617	653	674	674	600	4800	4807	514	3005	3005	610	103	104	170
	1894				682	665	691	637	636	663	617	616	653	4800	170	600	3003	3002	1077	170	171	199
	1895				721	704	731	685	684	711	620	628	650	657	5000	5070	3000	3000	1005	178	169	191
	1896				752	730	705	688	686	711	675	673	698	670	5070	5000	3003	3000	1116	177	178	198
	1897				780	760	705	680	680	712	673	672	690	667	5000	5004	404	405	470	190	190	194
	1898				797	770	800	700	705	730	670	678	700	647	6400	6074	400	401	477	190	174	198
	1899				855	830	807	701	703	701	720	728	760	6800	6800	716	5200	5201	6002	201	200	227
	1900	...	...	...	913	890	924	801	801	827	707	707	703	6800	6800	711	6007	6007	6110	205	200	220
Average Age in years of the Children enrolled at the close of the year	1891			...	7·31	7·17	...	10·10	9·08	...	12·01	12·03	...	13·44	13·00	...	14·17	14·70	...			
	1892			...	7·02	7·14		9·07	9·03	...	11·38	11·23	...	12·40	12·00	...	13·05	13·00	...	14·30	14·00	
	1893	...		...	7·32	7·21	...	9·07	9·01		11·08	11·10	...	12·30	12·12	...	13·00	13·10	...	14·03	14·24	...
	1894			...	7·07	7·37	...	9·20	9·33	...	11·11	11·04	...	12·41	12·12	...	13·22	13·41	...	14·00	13·10	...
	1895			...	7·05	7·03	...	9·28	9·21	...	10·30	10·10	...	12·01	12·07	...	13·00	13·00	...	15·78	15·11	...
	1896			...	6·02	6·08	...	9·10	9·23	...	10·05	10·05	...	12·31	12·25	...	13·40	13·00	...	14·00	14·07	...
	1897			...	7·00	7·10	...	9·28	9·11	...	10·03	10·07	...	12·08	12·05	...	13·31	13·40	...	14·21	14·00	...
	1898			...	6·06	7·00	...	9·10	9·13	...	10·06	10·07	...	12·10	12·00	...	13·20	13·07	...	14·20	14·02	...
	1899	...	...	...	6·70	6·09	...	9·20	9·09	...	10·00	10·10	...	12·10	12·10	...	13·41	13·14	...	14·20	14·20	...
	1900	...	...	...	6·02	6·01	...	8·04	8·08	...	10·00	9·0	...	12·00	12·00	...	13·01	13·04	...	14·00	14·00	...
Average Time in Class, in months, of the Children enrolled at the close of the year	1891	...	...	...	13·14	12·07	...	12·18	11·00	...	11·25	11·08	...	12·00	13·11	...	10·00	10·04	...			
	1892	...	...	...	13·43	13·27		10·75	11·02	...	13·00	13·00	...	15·02	15·08	...	15·18	15·04	...	11·18	11·00	...
	1893	...	...	...	14·11	13·08	...	9·00	9·71	...	9·00	9·03	...	11·12	11·03	...	10·03	11·00	...	9·75	10·48	...
	1894	...	...	...	13·00	12·01	..	9·24	9·00	...	10·45	10·00	...	11·72	12·10	...	11·00	11·05	..	10·05	10·47	...
	1895	...	...	...	9·18	8·72	...	10·00	10·03	...	10·35	10·24	...	11·10	10·00	...	12·07	12·04	..	12·00	11·77	...
	1896	...	..	...	10·21	9·02		10·10	10·00	...	9·78	9·74	...	10·05	10·11	.	9·00	10·05	..	11·00	10·04	...
	1897	...	...	...	12·03	12·4	...	11·01	10·03	...	10·00	10·77	...	10·21	10·12	...	10·01	11·00	...	12·00	12·00	...
	1898	...	...	...	13·13	12·73	...	9·03	9·74	...	10·40	10·04	...	11·10	11·10	...	11·04	11·10	...	11·04	10·09	...
	1899	...	...	...	12·44	12·00	...	10·02	10·02	...	9·04	9·09	...	10·70	10·00	...	11·00	11·01	...	12·04	12·10	...

Table E—*continued.*

Classification of Children—*continued.*

—	Year.	Children.			Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Children enrolled at the close of the year	1891	30,650	28,039	58,689	12,767	11,514	24,281	9,503	8,696	18,199	5,064	4,852	9,916	2,748	2,466	5,214	568	511	1,079	...	...	...
	1892	31,732	29,339	61,071	14,199	12,777	26,976	6,411	6,225	12,636	4,643	4,149	8,792	3,820	3,671	7,491	2,166	2,073	4,239	493	444	937
	1893	31,172	28,388	59,560	12,689	10,926	23,615	7,005	6,761	13,766	4,952	4,552	9,504	3,517	3,242	6,759	2,226	2,197	4,423	783	710	1,493
	1894	31,104	28,746	59,850	9,661	8,783	18,444	8,677	8,258	16,935	6,377	5,937	12,314	3,532	3,076	6,608	2,127	1,946	4,073	774	795	1,569
	1895	34,457	31,413	65,870	11,399	9,888	21,287	9,507	8,568	18,075	6,869	6,617	13,486	3,965	3,810	7,775	1,982	1,798	3,780	735	732	1,467
	1896	37,450	34,206	71,656	13,231	11,738	24,969	8,555	7,756	16,311	8,066	7,504	15,570	4,648	4,334	8,982	2,250	2,119	4,369	700	755	1,455
	1897	39,480	36,438	75,918	15,190	13,400	28,590	7,547	7,206	14,753	7,422	6,787	14,209	5,597	5,488	11,085	3,025	2,743	5,768	699	814	1,513
	1898	40,016	36,728	76,744	14,224	12,609	26,833	8,310	8,065	16,375	7,371	6,862	14,233	6,079	5,457	11,536	3,220	2,884	6,104	812	851	1,663
	1899	44,829	39,182	84,011	14,823	13,431	28,254	10,534	8,746	19,280	7,334	6,941	14,275	6,213	5,578	11,791	4,970	3,459	8,429	955	1,027	1,982
	1900	45,157	41,572	86,729	15,380	13,952	29,332	9,670	8,953	18,623	8,980	8,385	17,365	5,890	5,633	11,523	3,986	3,510	7,496	1,251	1,139	2,390
Percentages of the Children enrolled at the close of the year	1891	52·22	47·78	100	41·56	41·07	41·37	31·00	31·00	31·00	16·52	17·30	16·89	8·96	8·79	8·88	1·85	1·82	1·84	...	...	...
	1892	51·95	48·05	100	44·74	43·54	44·17	20·20	21·22	20·69	14·63	14·14	14 39	12·04	12·51	12·26	6·82	7·06	6·94	1·55	1·51	1·53
	1893	52 33	47·67	100	40·70	38·48	39·64	22·47	23·81	23·11	15·88	16·03	15·95	11·28	11·42	11·34	7·14	7·74	7·42	2·51	2·50	2·51
	1894	51·97	48·03	100	31·01	30·50	30·76	27·85	28·66	28·24	20·49	20·65	20·57	11·33	10·67	11 01	6·83	6·76	6·80	2·49	2·76	2·62
	1895	52·31	47·69	100	33 09	31·44	32·31	27·60	27·28	27·44	19·94	21·07	20·48	11·50	12·14	11·80	5·73	5·73	5·74	2·14	2·34	2·23
	1896	52·11	47·89	100	35·49	34·46	35·00	22 58	22·71	22·78	21·51	21·88	21·70	12·28	12·70	12·47	6·00	6·12	6·05	1·87	2 13	2·00
	1897	52·00	48·00	100	38·47	36·77	37·63	19·11	19·77	19·43	19·11	18·62	18·71	14·20	15·06	14·60	7·66	7·52	7·60	1·77	2·23	2·00
	1898	52·14	47·86	100	35·54	34·32	34·96	20·76	21·96	21·34	18·42	18·69	18·55	15·20	14·85	15·03	8·04	7·84	7·95	2·03	2·32	2·17
	1899	53·36	46·64	100	33·06	34·27	33·63	23·51	22·32	22·95	16·36	17·72	17·00	13·86	14·24	14·03	11·08	8·83	10·03	2·13	2·62	2·36
	1900	52·06	47·94	100	34·07	33·56	33·82	21·41	21·54	21·47	19·88	20·15	20·02	13·04	13·55	13·29	8·83	8·45	8·64	2·77	2·75	2·76

The following Table exhibits the Number of Classes Taught during 1898, 1899, and 1900, from a different point of view:—

—	Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
	1898. Schools 843.	1899. Schools 888.	1900. Schools 932.	1898. Schools 843.	1899. Schools 888.	1900. Schools 932.	1898. Schools 843.	1899. Schools 888.	1900. Schools 932.	1898. Schools 843.	1899. Schools 888.	1900. Schools 932.	1898. Schools 843.	1899. Schools 888.	1900. Schools 932.	1898. Schools 843.	1899. Schools 888.	1900. Schools 932.
Mixed Classes	770	827	887	678	736	775	651	701	741	619	661	662	424	497	561	150	174	183
Boys' Classes	27	28	26	28	28	26	28	28	26	28	28	26	26	28	26	19	27	22
Girls' Classes	9	12	11	27	27	26	27	27	26	27	27	26	27	27	26	24	26	25
Totals	806	867	924	733	791	827	706	756	793	674	716	714	477	552	613	193	227	230

T. McINTYRE, Registrar.

Table F.

Teachers Employed.

Classification.	Males.			Females.		
	Employed at the end of 1900.	Left the Service during 1900.	Promoted during 1900.	Employed at the end of 1900.	Left the Service during 1900.	Promoted during 1900.
Class I.—						
Division 1	9	0	1	1	0	0
„ 2	5	0	2	0	0	0
„ 3	6	1	1	0	0	0
Class II.—						
Division 1	129	3	8	21	1	4
„ 2	36	0	11	16	0	7
„ 3	36	0	11	13	1	3
Class III.—						
Division 1	195	3	16	228	12	11
„ 2	40	1	22	66	9	21
„ 3	62	5	33	95	3	42
Total Classified Teachers ...	518	13	105	440	26	88
Unclassified	5	0	0	17	2	0
Teachers in Unclassified State Schools	33	1	4	10	0	0
Pupil Teachers:—						
Class 4	48	0	43	75	2	73
„ 3	35	1	29	84	3	77
„ 2	42	1	44	59	1	54
„ 1	50	2	48	62	3	57
„ 0 (*i.e.*, on probation) ...	120	7	0	114	3	0
Total Pupil Teachers ...	295	11	164	394	12	261
Total Teachers Employed in State Schools	851	25	273	861	40	349
Teachers Employed in Provisional Schools	191	18	0	299	42	0
Teachers in Benevolent and Penal Establishments	3	0	0	1	0	0
Total Teachers Employed ...	1,045*	43	273	1,161†	82	349

* Deduct 5 classified male teachers on leave.

† Add 16 female teachers who resigned 31st December, 1900, of whom 2 were pupil teachers, 8 unclassified teachers, and 6 classified teachers.

T. McINTYRE, Registrar.

Table G.

Detailed Statement of Schools Opened during the Year, together with such Schools as were Ready for Opening in January, 1901.

Localities.	Description.	Cost of Building. £ s. d.	Local Subscriptions received to 31-12-00. £ s. d.	Remarks.
State.				
Biggenden	Wood ...	454 0 0	26 16 0 Cash 64 0 0 Allowed for old building	Opened 22-1-00.
Bouldercombe	„	860 0 0	172 0 0	Cash. Opened 27-8-00.
Norman Park	Brick ...	2,129 0 6	353 1 6	„ „ 9-7-00.
Capella	Wood ...	665 0 0	133 0 0	„ „ 1-6-00.
Chelona...	„	634 17 1	56 19 5 Cash 70 0 0 Allowed for old building	Opened 22-1-00.
Danderoo	„	671 7 0	126 1 6	Cash. Opened 9-7-00.
Doctor's Creek...	„	583 13 9	76 14 9 Cash 40 0 0 Allowed for old building	Opened 2-4-00.
Downfall Creek	„	796 2 0	159 4 5	Cash. Opened 9-7-00.
Ilfracombe	„	660 0 0	100 0 0 Cash 32 0 0 Allowed for old building	Opened 5-2-00.
Jimboomba	„	599 0 0	119 16 0	Cash. Opened 1-6-00.
King's Creek	„	666 4 2	85 4 10 Cash 48 0 0 Allowed for old building	Opened 22-10-00.
Lagoon Pocket...	„	616 10 0	43 15 0 Cash 79 11 0 Allowed for old building	Opened 6-6-00.

Table G—*continued.*

DETAILED STATEMENT of SCHOOLS OPENED during the YEAR, together with such SCHOOLS as were READY for OPENING in JANUARY, 1901—*continued.*

Localities.	Description.	Cost of Building. £ s. d.	Local Subscriptions received to 31-12-00. £ s. d.	Remarks.
STATE—*continued.*				
Milford	Wood ...	599 0 0	83 16 0 36 0 0	Cash Allowed for old building } Opened 9-7-00.
Red Hill (Mount Morgan) ...	„	1,088 0 0	217 12 0	Cash. Opened 22-1-00.
Prenzlau	„	618 0 0	97 12 0 26 0 0	Cash Allowed for old building } Opened 1-5-00.
Taringa	„	881 0 0	176 4 0	Cash. Opened 8-10-00.
Texas	„	441 0 0	22 4 10 65 19 2	Cash Allowed for old building } Opened 22-1-00.
Thane's Creek	„	427 0 0	51 0 0 34 8 0	Cash Allowed for old building } Opened 22-1-00.
Toowoomba South (Girls and Infants)	„	...	...	Formerly separate schools. Opened 1-10-00.
Schools Ready for Opening.				
Amby	Wood ...	580 0 0	57 9 6 58 10 0	Cash. Allowed for old building.
New Farm	Brick ...	2,464 10 0	413 9 4	Cash.
Christmas Creek	Wood ...	583 0 0	116 12 0	„
Logan Village	„	478 0 0	47 12 0 48 0 0	„ Allowed for old building.
PROVISIONAL SCHOOLS.		Amount of Subsidy.		
Annievale	Wood ...	...	...	Opened 26-2-00.
Armstrong Creek	„	...	...	„ 31-1-00.
Bridgewater	„	...	...	„ 14-5-00.
Brixton	„	126 14 5	...	„ 5-3-00.
Burton	„	94 7 2	...	„ 22-2-00.
Calcifer	„	130 4 9	...	„ 12-3-00.
Castleton	„	...	...	Re-opened 12-2-00.
Chatsworth	„	90 14 5	...	Opened 18-4-00.
Cherry Gully	„	...	...	„ 6-8-00.
Coolmunda	„	80 7 6	...	„ 12-3-00.
Dargal	„	...	...	„ 6-3-00.
Dingo	„	69 12 0	...	Re-opened 22-1-00.
Dundee	„	...	...	Opened 1-6-00.
Errisvale	„	79 12 0	...	„ 22-2-00.
Forbes' Creek	„	...	...	Re-opened 14-5-00.
Prenchman's Creek	„	176 9 7	...	Opened 22-11-00.
Goodwood	„	91 13 6	...	„ 18-10-00.
Goondiwindi West	„	70 8 0	...	„ 22-1-00.
Gregory	„	95 18 0	...	„ 9-7-00.
Jundah	„	221 1 7	...	„ 30-4-00.
Kandanga Creek	„	...	...	„ 23-4-00.
Kenilworth	„	82 16 0	...	„ 22-1-00.
Kenmore	„	...	...	„ 9-7-00.
Lappa Lappa	„	...	...	„ 20-8-00.
Longreach West	„	138 15 6	...	„ 9-7-00.
Mia Mia	„	12 16 0	...	„ 22-1-00.
Moonmera	„	104 8 0	...	„ 9-7-00.
Motley	„	70 0 8	...	„ 12-3-00.
Mount French	„	74 2 6	...	„ 19-11-00.
Mount Marlow	„	99 12 6	...	„ 22-10-00.
Noogoora	„	...	...	„ 30-7-00.
Parkhurst	„	100 7 2	...	„ 11-6-00.
Plane Creek Upper	„	119 4 2	...	„ 19-2-00.
Polmaily	„	96 0 0	...	„ 22-8-00.
Ringing Plains	„	...	...	„ 9-7-00.
San José	„	...	...	„ 5-2-00.
Scotchy Pocket	„	...	...	„ 8-5-00.
Six-mile Camping Reserve ...	„	85 12 0	...	„ 9-7-00.
Stonehenge	„	...	...	„ 3-9-00.
Tambourine Mountain ...	„	...	...	„ 19-2-00.
Taroborah	„	89 12 0	...	„ 13-9-00.
Tonk's Camp	„	66 1 8	...	„ 23-5-00.
Toompine	„	...	...	„ 13-7-00.
Ulam South	„	...	...	„ 7-2-00.
Wallal	„	0 2 0	...	„ 3-9-00.
Yamsion	„	...	...	Re-opened 26-11-00.
Ready for Opening.				
Bengalla	Wood ...	67 0 0		
Blyth's Creek	„	51 2 6		
Goondiwindi North	„	78 14 0		
Rosehill	„			
Torquay	„			

J. W. C. DRANE, Accountant.

Table H.

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1900.

School.	Locality or Railway.	Description.	Estimated Attendance	Cost, or Estimated Cost. £ s. d.	Local Subscriptions. £ s. d.	Remarks.
STATE SCHOOLS.						
Adavale ...	...	Wood	45	...	...	Committee requested to take steps for the establishment of a State school to supersede the existing Provisional school.
Anakie... ...	Central Railway	„	46	...	...	Works Department requested to prepare plans and estimates, and to value present buildings for State school purposes.
Avondale	Bundaberg-Gladstone Railway	...	26	...	...	Usual forms of application sent.
Bergen ...	Toowoomba...	Wood	77	675 0 0	*45 12 0 90 0 0 (Cash)	State school approved to supersede the existing Provisional school. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
Calliungal North	Mt. Morgan Railway Line	„	101	1,530 0 0	...	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Site secured.
Chillagoe ...	...	...	50	...	...	Usual forms of application sent.
Coolabunia ...	Nanango ...	Wood	53	300 0 0 (residence only)	...	State school approved to supersede the existing Provisional school. Present building to be accepted for State school purposes. Committee furnished with estimated cost of teacher's residence, and advised of amount of local subscriptions needed.
Cooran ...	North Coast Railway	...	52	...	...	Usual forms of application sent.
Cordalba ...	Isis	Wood	121	990 13 0	*60 0 0 96 2 11 (Cash)	State school approved to supersede the existing Provisional school. Tender accepted.
Degilbo	Maryborough and Gayndah Line	...	41	...	...	Action *re* establishment of a State school to supersede the existing Provisional school deferred until next financial year.
Djuan	near Crow's Nest	...	30	...	...	Attendance does not warrant the establishment of a State school to supersede the existing Provisional school.
Eumundi ...	North Coast Railway	Wood	57	537 11 6	...	State school approved to supersede the existing Provisional school. Committee furnished with plans and estimates, &c., and advised that erection of buildings must be deferred until next financial year.
Habana ...	Mackay ...	...	33	...	...	Action *re* establishment of a State school to supersede the existing Provisional school is in abeyance pending securing of a suitable site.
Hamilton ...	Brisbane ...	Wood	164	1,985 0 0	...	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Site secured.
Harlaxton ...	Toowoomba...	„	150	1,264 0 0	228 0 0 (Cash)	State school approved. Tender accepted.
Heriot ...	Ravenswood	„	63	760 0 0	96 0 0 (Cash)	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
Jones' Hill ...	Gympie ...	„	50	640 0 0	65 0 0 (Cash)	State school approved. Works Department requested to invite tenders.
Lake Clarendon	Gatton ...	...	48	...	...	State school approved [illegible] requested to pu

* Allowed for old building.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1900—*continued.*

School.	Locality or Railway.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
STATE SCHOOLS —*continued.*				£ s. d.	£ s. d.	
Mackinlay ...	...	...	30	...	...	Attendance does not warrant the establishment of a State school to supersede the existing Provisional school.
Macknade ...	Herbert River	Wood	39	939 0 0	...	State school approved to supersede the existing Provisional school. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Steps being taken to secure a suitable site.
Merinda ...	Bowen ...	...	64	...	...	Committee requested to take steps for the establishment of a State school to supersede the existing Provisional school.
Milsted ...	Gladstone Railway	...	44	....	...	Committee requested to take steps for the establishment of a State school to supersede the existing Provisional school.
Mulgrave ...	Cairns ...	Wood	88	730 0 0	*52 0 0 94 0 0 (Cash)	State school approved to supersede the existing Provisional school. Works Department requested to invite tenders.
Newmarket ...	Brisbane ...	„	185	...	...	Usual forms of application sent. Works Department requested to prepare plans and estimates.
Nobby ...	S. & W. Railway	...	30	...	...	Attendance does not warrant the establishment of a State school to supersede the existing Provisional school.
North Kolan ...	Bundaberg ...	Wood	35	682 0 0	*80 16 0 44 2 5 (Cash)	State school approved. Tender accepted.
Park Avenue ...	Rockhampton	„	115	980 0 0	5 0 0 (Cash)	State school approved. Works Department requested to invite tenders.
Proserpine Lower	near Bowen ...	„	56	930 0 0	...	State school approved to supersede the existing Provisional school. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
Raby	Mt. Bauple ...	„	75	783 0 0	156 12 0	State school approved. Tender accepted.
Richmond ...	*vid* Hughenden	„	64	950 0 0	190 0 0	State school approved to supersede the existing Provisional school. Tenders invited.
Ropely ...	Gatton ...	„	96	549 0 0	*36 0 0 73 16 0 (Cash)	State school approved to supersede the existing Provisional school. Tender accepted.
Stewart's Creek	Townsville ...	„	61	569 15 0	*67 12 0 42 8 0 (Cash)	State school approved to supersede the existing Provisional school. Tender accepted.
Tarampa Flat...	Tarampa ...	...	26	...	...	Attendance does not warrant the establishment of a State school. Provisional school approved.
Woolmar ...	Kilcoy ...	...	55	...	...	Committee requested to take steps for the establishment of a State school to supersede the existing Provisional school.
Wyandra ...	Cunnamulla	Wood	49	875 0 0	...	State school approved to supersede the existing Provisional school. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
...	North Coast Railway	„	52	537 0 0	*24 0 0	State school approved to supersede the existing Provisional school. Works Department requested to invite tenders.

* Allowed for old building.

Table H—*continued*.

List, with Particulars, of Schools in Course of Erection, or in reference to which action was taken during the Year 1900—*continued*.

School.	Locality or Railway.	Prospective Attendance.	Remarks.
Provisional Schools.			
Alligator Creek	Johnstone River ...	16	Provisional school approved. Usual information supplied.
Augathella Road	near Charleville ...	21	Usual forms of application sent.
Bald Knob	near Landsborough	18	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Bellevue Flat	near Wivenhoe ...	9	Prospective attendance does not warrant the establishment of a subsidised Provisional school.
Bli Bli	*viâ* Woombye, North Coast Railway	27	Provisional school approved. Site secured, and tender for building accepted.
Blyth's Creek	Roma	14	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Boah Peak	Oakey	29	Application referred to District Inspector for report.
Bon Accord	Gayndah	14	Provisional school approved. Usual information supplied.
Booie Road	Nanango	..	Usual forms of application sent.
Boonara	Kilkivan	25	Provisional school approved. Usual information supplied.
Booyal	Childers	30	Usual forms of application for a State school and for a Provisional school sent.
Braemar	near Brooweena, Maryborough and Gayndah Railway	10	Usual forms of application sent.
Broadmount	Rockhampton ...	24	Provisional school approved. Site secured and tender for building accepted.
Buccleugh	Blackall	11	Provisional school approved, provided residents obtain and equip a suitable schoolroom and contribute towards teacher's salary.
Bullyara	Mount Perry Railway	34	Provisional school approved. Usual information supplied.
Burn Brae	Roma	16	Usual forms of application sent.
Burnett's Creek	Dugandan	16	Usual forms of application sent.
Colinton	*viâ* Esk	15	Usual forms of application sent.
College View	Gatton	27	Provisional school approved. Usual information supplied.
Condamine	Killarney	22	Usual forms of application sent.
Cooby Creek	Meringandan ...	18	Usual forms of application sent.
Coolgarra	*viâ* Irvinebank	23	Provisional school approved. Tender for building accepted.
Dallarnil	*viâ* Degilbo, Gayndah Railway	21	Provisional school approved. Buildings completed and waiting inspection.
Dalma Road	Rockhampton ...	15	Provisional school approved. Buildings in course of erection.
Drummond Creek ...	Clermont	9	Provisional school approved, provided residents obtain and equip a suitable schoolroom and grant free board to the teacher.
Duck Ponds	Dalby	...	Usual forms of application sent.
Einasleigh	Georgetown	22	Provisional school approved. Usual information supplied.
Excel	Roma	12	Half-time Provisional school approved; to be worked in conjunction with the school at Springbank.
Friezland	Cloncurry	21	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Geera	Central Railway ...	20	Provisional school approved. Usual information supplied.
Glenapp	Beaudesert	20	Provisional school approved. Usual information supplied.
Goomboorian	Gympie	24	Provisional school approved. Usual information supplied.
Goondiwindi North ...	Goondiwindi ...	25	Provisional school approved. Buildings completed and furnished. School to be opened after summer vacation.
Gowrie Colliery	Gowrie	14	Usual forms of application sent.
Gowrie Mountain ...	Gowrie	18	Provisional school approved. Usual information supplied. Site secured.
Greenmount	S. and W. Railway	29	Provisional school approved. Steps being taken to secure a suitable site.
Harrow Station	Cambooya	14	Usual forms of application sent.
Hebel	*viâ* St. George ...	15	Provisional school approved. Buildings in course of erection.
Hereford Hills	Caboolture	...	Usual forms of application sent.
Highlands	*viâ* North Pine ...	10	Provisional school approved, provided residents obtain and equip a suitable schoolroom and contribute towards teacher's salary.
Highworth	Nambour	23	Provisional school approved. Usual information supplied. Site secured.
Horse Creek	Nanango	18	Provisional school approved. Usual information supplied.
Ilkley	*viâ* Eudlo, North Coast Railway	21	Provisional school approved. Usual information supplied.
Iveragh	*viâ* Gladstone ...	13	Usual forms of application sent.
Jondowaie Creek	Jondowaie	16	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
King's Scrub	Upper North Pine ...	19	Establishment of a school is not warranted in view of the number of existing schools in the district.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1900—*continued.*

School.	Locality or Railway.	Prospective Attendance.	Remarks.
PROVISIONAL SCHOOLS—*continued.*			
Kunioon West	Nanango	18	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Lavendale	Yaamba	15	Usual forms of application sent.
Left-hand Branch Creek...	Gatton	15	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Limestone Creek	Yeppoon	14	Fresh forms of application sent.
Logboy	Nanango	17	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Malar	Nanango	18	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Mount Chalmers ...	Rockhampton ...	23	Provisional school approved. Buildings completed and furnished. School to be opened after summer vacation.
Mount Garnet	*vid* Herberton ...	30	Provisional school approved. Buildings completed and furnished. School to be opened after summer vacation.
Mount Victoria	Mount Morgan ...	15	Provisional school approved, provided residents obtain and equip a suitable schoolroom and contribute towards teacher's salary.
Mourilyan...	Geraldton	18	Provisional school approved. Usual information supplied. Erection of building in abeyance pending transfer of site to Department.
Moyness	Pittsworth	9	Fresh forms of application sent.
Myrtle Creek	Gayndah Railway ...	14	Circumstances do not warrant the establishment of a school.
McIvor	Cooktown	14	Provisional school approved, provided residents obtain and equip a suitable schoolroom and grant the teacher free board and lodging.
North Toolburra	*vid* Pratten	14	Prospective attendance does not warrant the establishment of a subsidised school at present.
Obi Obi	*vid* Nambour ...	23	Provisional school approved. Usual information supplied. Site secured.
Old Yeulba	Yeulba	...	Usual forms of application sent.
Palm Tree	Murphy's Creek ...	21	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Pine Grove	Irvingdale	20	Provisional school approved. Usual information supplied.
Quinalow	*vid* Jondaryan, S. and W. Railway	23	Provisional school approved. Usual information supplied.
Ridgelands	Gladstone	...	Usual forms of application sent.
Rockside	Gatton	25	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Rosehill	Warwick	29	Provisional school approved. Buildings completed and furnished. School to be opened after summer vacation.
Runcorn	South Coast Railway	25	Provisional school approved. Site secured. Tenders to be invited for the erection of buildings.
St. George	6 miles from town of St. George	20	Usual forms of application sent.
Seymour Township ...	Herbert River ...	...	Usual forms of application sent.
Skyring's Siding	Gladstone	24	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Summer Hill	Charters Towers ...	25	Usual forms of application sent.
Surprise Creek	Winton	13	Usual forms of application sent.
Swanbank...	Bundamba	...	Usual forms of application sent.
Tarampa Flat	Lowood	26	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Tent Hill Lower	Gatton	30	Applicants requested to show cause why another school should be established in view of the number of existing schools in the district.
Thulumbah	Upper Logan ...	15	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Torquay	Pialba	22	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Upper Murray River ...	Cardwell	9	Half-time Provisional school approved; to be worked in conjunction with the existing school at Murray River.
Upper Reid's Creek ...	Gayndah	6	Prospective attendance does not warrant the establishment of a school.
Upper Widgee Creek ...	*vid* Beaudesert ...	15	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Woolgar	...	15	Usual forms of application s
Wooroolin	Taabinga Village, Nanango	21	Provisional school app Lands Departm
Wooroolin	Stuart River, Nanango	19	Provisional furni
Wooroorooka	*vid* Cunnamulla ...	12	Usual
Yalleroi	Jericho	12	Usual
Yerraman Creek	Nanango	12	Provi e

Table I.

IMPORTANT ADDITIONS AND REPAIRS, 1900.

School.	Work.	Cost.	Local Subscriptions.
		£ s. d.	£ s. d.
Alpha	Additions	195 16 0	39 3 2
Ashwell	Playshed	78 5 6	13 15 1
Aramac	Additions	312 17 1	24 13 8
,,	Additions and improvements to residence	180 0 0	36 0 0
Albert (Maryborough)	Improvements and repairs	288 15 0	13 10 10
Ashgrove	Repairs, &c.	48 5 0	
Blackall	Playshed	94 0 0	18 16 0
,,	Playshed No. 2	94 0 0	18 16 0
Brassall	Improvements and repairs	52 16 0	9 7 2
Brisbane East	Additions	2,285 14 6	177 1 8
Brisbane Central	Repairs and improvements	267 15 6	4 12 9
Bulwer	Repairs and improvements	125 0 0	14 8 0
Bundaberg East	Repairs and improvements	99 17 6	19 0 0
Bundaberg Central	Playshed	74 0 0	14 16 0
Burnett Heads	Additions	49 0 0	9 16 0
Burketown	Repairs and painting	58 0 0	0 12 0
Cairns	Repairs and painting	74 12 0	11 0 0
Calliope	Repairs and improvements	92 10 0	3 0 0
,,	Additions, &c.	61 10 0	18 4 0
Capalaba	Repairs and improvements	48 10 0	1 18 0
Capella	Fencing and gates	100 8 0	20 1 7
Charters Towers (Infants)	New School	1,912 13 0	382 10 7
,, ,,	Fencing and gates	62 0 0	12 8 0
Childers	Playshed and veranda to residence	136 0 0	14 0 0
Cleveland West	Playshed	46 0 0	9 4 0
Cleveland East	Additions to residence	135 15 0	21 3 6
Clayfield	Playshed and additions	261 15 0	52 0 0
Clermont	Additions	533 0 0	94 15 0
,,	Repairs, &c.	260 0 0	
Cooktown	Fencing, &c.	85 16 0	7 0 0
Clifton Homestead Area	Additions to residence	59 0 0	11 16 0
Coomera Lower	Additions	68 10 0	13 14 0
,, ,,	Repairs and improvements	124 18 0	6 0 0
Cooper's Plains	Improvements, repairs, &c.	47 17 6	1 7 6
Cunnamulla	Repairs and painting	73 0 0	
,,	Additions	495 5 0	99 1 0
Crosshill	Repairs and painting	85 12 6	
Dalrymple Creek	Improvements and repairs	81 0 0	9 4 0
Danderoo	Fencing and gates	55 15 0	11 3 0
Darkey Flat	Playshed	69 18 0	13 19 7
,,	Re-roofing and improvements	114 12 9	3 10 0
Drayton	Re-roofing, &c.	87 2 5	
,,	Fencing	45 0 0	9 0 0
Enoggera	Improvements and repairs	180 8 0	15 12 5
Esk	Additions	199 8 4	24 3 0
Farm Creek	Additions to residence	54 10 0	10 18 0
Fortitude Valley	Improvements and repairs	60 0 0	2 2 0
Goondiwindi	Additions	97 0 0	16 18 0
Gympie One-Mile	New residence	463 0 0	92 12 0
Golden Gate	Improvements and repairs	70 5 0	8 4 0
Gladstone	Improvements and repairs	70 0 0	0 18 0
Gatton	Additions to residence	119 0 0	23 16 0
Geham	Improvements and repairs	59 18 0	6 19 7
Hemmant	Additions	154 10 0	29 19 7
Horton	Playshed	68 3 0	13 12 7
Hillgrove	Re-roofing, &c.	48 12 0	
Irvinebank	Additions	365 10 0	73 2 0
Ipswich Central (Boys)	Alterations to drillshed for temporary school premises	205 0 0	
Ipswich West	Additions	428 18 0	84 13 4
Isis North	Playshed	100 0 0	20 0 0
Ithaca Creek	Additions	512 0 0	102 8 0

Table K.

STATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR 1900 (being parts of the Financial Years 1899-1900 and 1900-1901).

RECEIPTS.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.
To Amount received from Treasury, from 1st January, 1900, to 31st December, 1900 (on account of Parliamentary Appropriation)	289,509 13 2	By DEPARTMENT—		
		Salaries of Officers	4,116 0 6	
		Contingencies	1,178 10 5	
				5,294 10 11
		„ INSPECTION—		
		Salaries of Officers	5,761 16 1	
		Contingencies	2,146 13 11	
		Attendance Officers—		
		Salaries	497 4 0	
		Contingencies	541 14 1	
				8,947 8 1
		„ STATE SCHOOLS—		
		Salaries of Teachers and Pupil Teachers	177,410 19 2	
		Extra Cost of living ...	3,236 19 0	
		In lieu of Residence ...	1,465 15 11	
		Travelling Expenses ...	1,044 6 5	
		Requisites	2,819 15 5	
		Incidentals	10,048 19 3	
				196,026 15 2
		„ PROVISIONAL SCHOOLS—		
		Salaries and Allowances to Teachers	41,230 8 7	
		Requisites	1,083 6 8	
		Buildings	5,959 16 1	
		Schools for Aboriginals ...	314 4 9	
		Instructor of the Blind ...	150 0 0	
				48,737 16 1
		„ SCHOLARSHIPS AND EXHIBITIONS TO UNIVERSITIES—		
		Scholarships to Grammar Schools	1,504 8 6	
		Exhibitions to Universities	975 0 0	
		University Extension ...	100 0 0	
		Special Grant to Students...	100 0 0	
		Bursaries to Grammar Schools	945 12 6	
				3,625 1 0
		„ SCHOOLS OF ARTS—		
		Grants in aid	...	3,434 16 8
		„ TECHNICAL EDUCATION—		
		Brisbane North	3,358 2 9	
		„ South	226 2 3	
		„ West End ...	316 14 0	
		Sandgate	38 7 0	
		Beenleigh	13 13 0	
		Ipswich	515 18 5	
		Toowoomba	382 10 2	
		Allora—Victoria Institute...	39 11 8	
		Warwick	243 6 0	
		Gympie	487 4 6	
		Maryborough	500 0 0	
		Howard	12 0 0	
		Bundaberg	196 2 0	
		Rockhampton	606 0 6	
		Mackay	227 18 6	
		Bowen	108 14 3	
		Townsville	983 8 8	
		Ravenswood	231 7 0	
		Charters Towers	1,014 4 0	
		Cairns	17 8 3	
		Normanton	12 6 3	
				9,530 19 2
		„ PHARMACY	...	103 18 6
		„ MUSEUM—		
		Salaries	749 0 0	
		Incidentals	1,174 15 0	
		Library	43 11 7	
		Specimens	91 1 0	
		Exhibition Cases	750 0 0	
				2,808 7 7
		„ COMMEMORATION MEDALS...	...	1,000 0 0
		„ GRAMMAR SCHOOLS—		
		Brisbane (Boys) ...	1,000 0 0	
		„ (Girls) ...	1,000 0 0	
		Ipswich (Boys) ...	1,000 0 0	
		„ (Girls) ...	1,000 0 0	
		Toowoomba	1,000 0 0	
		Maryborough (Boys) ...	1,000 0 0	
		„ (Girls) ...	1,000 0 0	
		Rockhampton (Boys) ...	1,000 0 0	
		„ (Girls) ...	1,000 0 0	
		Townsville	1,000 0 0	10,000 0 0
	289,509 13 2		£	289,509 13 2

J. W. C. DRANE, Accountant.

Table L.

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1899–1900.

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.	£ s. d.	£ s. d.	Head of Service.	Expenditure.	Lapsed.	Forward.
DEPARTMENT—			DEPARTMENT—	£ s. d.	£ s. d.	£ s. d.
Estimates-in-Chief	...	4,130 0 0	Salaries of Officers	4,089 12 5	40 7 7	
Ditto	800 0 0					
Supplementary Estimates	171 12 10					
		971 12 10	Contingencies	971 12 10		
INSPECTION—			INSPECTION—			
Estimates-in-Chief	5,335 0 0					
Supplementary Estimates	76 16 1					
		5,411 16 1	Salaries of Officers	5,411 16 1		
Estimates-in-Chief	...	2,000 0 0	Contingencies	1,981 18 9	18 1 3	
SCHOOLS—			SCHOOLS—			
Estimates-in-Chief	171,281 0 0					
Forward from 1898-99	87 3 1					
		171,368 3 1	Salaries	171,070 12 1	297 11 0	
Estimates-in-Chief	3,500 0 0					
Transfer to "Schools Incidentals"	200 0 0					
		3,300 0 0	Extra Cost of Living	3,217 5 8	82 14 4	
		1,500 0 0	In lieu of Residence	1,396 2 6	103 17 6	
Estimates-in-Chief	...					
Ditto	900 0 0					
Transfer from "Schools Requisites"	150 0 0					
		1,050 0 0	Travelling Expenses	991 12 7	58 7 5	
Estimates-in-Chief	3,000 0 0					
Transfer to "Schools Travelling Expenses" ...	150 0 0					
		2,850 0 0	Requisites	2,542 5 6	307 14 6	
Estimates-in-Chief	9,600 0 0					
Forward from 1898-99	11 2 1					
Transfer from "Extra Cost of Living" ...	200 0 0					
		9,811 2 1	Incidentals	9,774 0 0	37 2 1	
Estimates-in-Chief	39,600 0 0					
Transfer from "Provisional Schools Requisites"	200 0 0					
		39,800 0 0	Provisional Schools Salaries ...	39,744 14 7	55 5 5	
Estimates-in-Chief	1,300 0 0					
Transfer to "Provisional Schools Salaries" ...	200 0 0					
		1,100 0 0	Ditto Requisites ...	946 8 4	153 11 8	
Estimates-in-Chief	5,000 0 0					
Forward from 1898-99	882 14 4					
		5,882 14 4	Ditto Buildings ...	5,415 4 3	467 10 1	
Estimates-in-Chief	...	120 0 0	Lytton Reformatory	40 0 0	80 0 0	
Ditto	...	320 0 0	Schools for Aboriginals	312 17 4	7 2 8	
Ditto	...	150 0 0	Instructor of the Blind	150 0 0		

Table L—*continued.*

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1899-1900—*continued.*

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.	£ s. d.	£ s. d.	Head of Service.	Expenditure.	Lapsed.	Forward.
GRAMMAR SCHOOLS—			**GRAMMAR SCHOOLS—**	£ s. d.	£ s. d.	£ s. d.
Estimates-in-Chief	2,018 0 0					
Forward from 1898-99	25 11 0					
		2,043 11 0	Exhibitions—Scholarships ...	1,915 13 0	127 18 0	
Estimates-in-Chief	950 0 0					
Forward from 1898-99	100 0 0					
Supplementary Estimates—Special Exhibition ...	25 0 0					
		1,075 0 0	Exhibitions to Universities ...	900 0 0	175 0 0	
Estimates-in-Chief	844 0 0					
Forward from 1898-99	15 0 0					
		859 0 0	Bursaries to Grammar Schools ...	859 0 0		
Estimates-in-Chief		100 0 0	University Extension	100 0 0		
Ditto		100 0 0	Ditto Special Grant to Students	100 0 0		
Ditto		1,000 0 0	Brisbane (Boys) Endowment ...	1,000 0 0		
Ditto		1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Ipswich (Boys) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Toowoomba ditto ...	1,000 0 0		
Ditto		1,000 0 0	Maryborough (Boys) Endowment ...	1,000 0 0		
Ditto		1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Rockhampton (Boys) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Townsville ditto ...	1,000 0 0		
SCHOOLS OF ARTS—			**SCHOOLS OF ARTS—**			
Estimates-in-Chief		3,250 0 0	Grants in Aid	3,249 15 11	0 4 1	
TECHNICAL EDUCATION—			**TECHNICAL EDUCATION—**			
Estimates-in-Chief	3,000 0 0					
Supplementary Estimates	145 19 3					
		3,145 19 3	Brisbane North	3,145 19 3		
Estimates-in-Chief	...	250 0 0	Ditto South	219 8 9	30 11 3	
Ditto	350 0 0					
Supplementary Estimates	53 12 6					
		403 12 6	Ditto West End	403 12 6		
Estimates-in-Chief	...	100 0 0	Sandgate	29 8 0	70 12 0	
Ditto	...	100 0 0	Beenleigh	13 13 0	86 7 0	
Ditto	...	100 0 0	Southport	...	100 0 0	
Ditto	...	500 0 0	Ipswich	484 1 1	15 18 11	
Ditto	250 0 0					
Supplementary Estimates	109 11 1					
		359 11 1	Toowoomba	359 11 1		

Table M.

STATEMENT of LOCAL SUBSCRIPTIONS ACCOUNT for the Year 1900.

RECEIPTS.	£ s. d.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.
To Balance from 1899 ...	3,610 17 3		By Local subscriptions returned—		
,, Contributions during 1900	6,315 7 3		Reid River ... 40 0 0		
,, Interest, 1st July, 1899, to 30th June, 1900	92 9 4		Cloncurry ... 2 6 1		
		10,018 13 10	Maryborough West ... 40 2 6		
			H. Trone and Sons 5 0 0		
			Mount Victoria 10 5 0		
			Hill View ... 4 10 0		
			Willow Springs 2 16 0		
			Parkhurst ... 22 4 7		
			Bigriggan ... 4 16 0		
			Table Top ... 74 8 0		
			Mount Sylvia 8 5 0		
			Drummer's Ck. 4 12 1		
			Mount Garnet 1 12 9		
			Mount French 7 10 6		
			Dallarnil ... 21 8 6		
			Eagle Farm ... 2 0 6		
			Goondiwindi ... 2 10 0		
				254 7 6	
			,, Consolidated Revenue ...	39 12 8	
			,, Collection Account ...	5 0 0	
			,, Works Department ...	5,583 14 6	
					5,882 14 6
			,, Balance forward to 1901 ...	...	4,135 19 2
		£ 10,018 13 10			£ 10,018 13 10

J. W. C. DRANE, Accountant.

Table N.

STATEMENT showing the AID GRANTED by GOVERNMENT to the existing GRAMMAR SCHOOLS to the 31st DECEMBER, 1900.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31ST DECEMBER, 1899.		DURING 1900.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys) ...	4,000 0 0 6,000 0 0 2,000 0 0	30,021 18 3	...	1,000 0 0	*†43,021 18 3
Brisbane (Girls) ...	4,000 0 0 6,000 0 0 2,000 0 0	19,625 0 0	...	1,000 0 0	†32,625 0 0
Ipswich (Boys) ...	5,521 9 6 2,000 0 0	36,000 0 0	...	1,000 0 0	‡44,521 9 6
Ipswich (Girls)	4,000 0 0	8,000 0 0	...	1,000 0 0	13,000 0 0
Toowoomba	5,333 15 6 2,000 0 0	23,000 0 0	...	1,000 0 0	‡31,333 15 6
Maryborough (Boys) ...	4,000 0 0 3,500 0 0	18,333 6 8	...	1,000 0 0	§26,833 6 8
Maryborough (Girls)	4,000 0 0	15,750 0 0	...	1,000 0 0	20,750 0 0
Rockhampton (Boys)	4,000 0 0	19,000 0 0	...	1,000 0 0	24,000 0 0
Rockhampton (Girls)	4,000 0 0	7,750 0 0	...	1,000 0 0	12,750 0 0
Townsville	5,200 0 0	11,500 0 0	...	1,000 0 0	17,700 0 0
TOTALS ... ... £	67,555 5 0	188,980 4 11	...	10,000 0 0	266,535 9 11

* Exclusive of amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes—viz., £4,677 0s. 1d.; total, £14,677 0s. 1d.

† Inclusive of Loan of £[illegible]

‡ ,, ,, £2,000 } Being repaid by half-yearly instalments of principal with interest.

§ ,, ,, £250 }

J. W. C. DRANE, Accountant.

APPENDIX A.

REPORT OF THE GENERAL INSPECTOR.

General Inspector's Office,
Department of Public Instruction,
Brisbane, 31st May, 1901.

SIR,—I have the honour to submit to you my Annual Report for the year 1900.

Circumstances have prevented me from writing this Report earlier in the year; and the time now at my disposal is not sufficient to enable me to present a lengthy report; but these considerations are of the less importance that there is little new to treat of, and that what is fresh as well as what is usual in the operations of the Department, are treated at length by others.

It has seemed to me at times unfortunate that the correspondence with which I have mainly to deal tends to bring before me so pointedly as it does the side of our service that is least pleasing and wholesome. The complaints, the wranglings, the misconduct, the selfishness, the conceit, the laziness of a few bulk so largely, and occupy so much of my time that there is danger of my forgetting that vast majority of our noble band of workers who—men and women, youths and maidens—are building the wall beyond my hearing of the cheery ring of their trowels; who, singly or in pairs, or in groups of three or more up to ten or twenty, dotted over the expanse of this large State, modestly, uncomplainingly, with earnestness and self-denial, with energy and more or less skill and competence, are doing the work that is set them; of whom in their brave silence nothing comes to me except a condensed record of the bricks they have laid more or less well and truly. It is deplorable, I think, that after long patience and much forbearance the Department cannot with much effort rid itself, for example, of a man well-known to be a scandal in his neighbourhood till it is clearly shown that he is a sot; or of a woman who is so harsh and ungracious in speech and manner as to be feared by her pupils, disliked by the parents, and detested by her fellow-teachers. In no stall in the world's open market do people of intemperate habits of whatever kind stay long at a time, and the ticket that indicates their value falls a figure with every change of place. There are positions where a tippling man or a nagging woman may be endured for a time without risk of much damage to any except to the unpleasant person; but the very conception of a school, the children of a neighbourhood, our children, subjected to the influence of persons whose appetites and conduct are not at least outwardly decent and reputable, is not to be borne. Those who can choose will not so permit the bloom to be brushed off their children; but what of those who cannot choose?

The money spent by the Department is a large sum: it is so intrinsically; and it is large for half-a-million of people; but it is not enough. It is not seriously urged that the Department is guilty of extravagance or waste; and those who visit us with their wants, or who send their members of Parliament to represent their needs, assure us in reply to the smallness of the Department's vote that Parliament will allow us anything we like to ask for; and I sincerely believe that this is much more than a mere form of speech, and is actually true—up to the limit where the State Treasurer has his say. The fact, however, remains that there are overcrowded schools here and there, at which the children have to be taught under disadvantages to which more fortunate children are not liable—on verandas, in playsheds, in shady places, or round lee corners, not to mention chance cottages or spare drillsheds, in a makeshift way. Of course a makeshift is better than nothing. Of course, also, no one minds facing the inconveniences of a makeshift, on occasion; but the mischief is that the makeshift tends to perpetuate itself and to become part of the regular working appliances. This proceeding hurts teachers and children, and ultimately the State. It may be convenient, and even pleasant at times, to teach under a shady tree, just as it is nice to picnic for fun; but it is only when the kitchen chimney is undergoing repair that we boil the billy in the back yard, and then we vote it a nuisance. Our schools are not stately edifices overloaded with appliances; but they are for the most part comfortable places to work in, with a sufficiency of furniture and apparatus; and the pupils should be taught inside the buildings, where they can get the good of what is provided for their use. If the schools are not big enough to hold the children, the schools should be made bigger; and more money is needed for that. Moreover, there is a string of about sixty overgrown provisional schools, each of which —using discrimination, perhaps, as to absolute necessity, in some cases—should be a State school. It may be said—it is said—that the people are quite content with their provisional schools; and it is matter for congratulation that so many of them furnish education of a kind so satisfactory as is reported of them; but again the fact remains that a provisional school is not a State school, nor can it be made equal to a State school, either in the quantity or the quality of the teaching it affords, by the resources at the command of the Department. And this means more money, if the standard of the

education of the State is not to fall unnecessarily low, and I am not in agreement with those whom I have heard say that it is already unnecessarily high. Is there not a statesman prepared to avow, and to prove, and to stand by it and take the consequences, that money sunk in schools is better invested, and yields readier and more valuable returns, than even the greatly needed railways and harbour improvements and other needs of a struggling young State developed to the extent of only a small fraction of its resources, with its half-million of people to its nearly three-quarters of a million of square miles of territory?

We have begun to try to gather up the fragments that nothing may be lost, to compel people to send their children to school as far as the law will carry us; and already the cry is that the law is not stringent enough. I think it will be wise to go slow. It is matter for great thankfulness that all through the years of our not quite half-a-century of State history only a very few of our population, accumulated from so varied nationalities, have proved indifferent to the schooling of their children. I can very well remember the impression made on my mind when I first took the road as an inspector of schools, eight-and-twenty years ago, by the eagerness of the people for schools and roads, and of my inability, as I reported to my then chief, to decide which of the two they thought they wanted most. I believe it is so with the people still. The anxiety that is uppermost with all but a few is to get schooling, not to keep their children from school; and our statistics for many years bear out this statement. I do not doubt the wisdom or question the desirability of bringing into operation the compulsory clauses of the Education Act; but it is too soon yet to speak with any certainty of the effects of this step, and for some time yet it will be prudent to content ourselves with watching how the gauge is affected by the means already adopted before we institute, for the sake of a few neglected children and a few more who do not attend school so regularly as a schoolmaster may desire, machinery more cumbrous than workable; and to wait till we see by actual test how far the magistrate will back the efforts of the Department's officers by convictions under the law as it stands, before seeking to make the law more stringent.

Some of us, not without the knowledge and approval of the Minister, have formed ourselves into a sort of voluntary committee, working out of official hours, for the revisal of the Regulations of the Department, including the programme of instruction and the other schedules; and the work progressed to a considerable extent, till it was stopped by press of ordinary duty. But we hope to resume it shortly, and to work in all the suggestions that have come to us from inspectors, or teachers, or other sources, if they are not mutually contradictory, and if they appear likely to be workable and to improve the education the Department is called on to furnish to the children of the State who are entrusted to our care.

In reading the reports of the District Inspectors, it is necessary to know the peculiarities of the individuals; and these are known to the Department sufficiently for all practical purposes connected with their work. If I were to say that I regard them as all equally good in respect of the qualities that go to the proper discharge of their duty, I should expect to be looked upon as incapable. This much, however, it behoves me to say, as I have often thought and frequently expressed, after comradeship of many years with the older men among them, and growing regard for those more recently appointed—that I reckon the Department fortunate in possessing such men as its officers in the positions they hold, considering the physical, mental, and moral qualifications they possess. Their differences of opinion on some of the many debatable questions of education and schoolmastership generally, as well as regarding the merits of some of the details of our own schemes and methods, are not to be taken to mean a house divided against itself, but rather as exhibiting the elasticity of the Departmental system; and are of value as showing that the administration is not hidebound and that the work is not turned out of one unvarying mould, while yet they are not inconsistent with unity of aim. From these differences it might be argued that it would be good to change the inspectors round the districts; but that could not be done without subjecting the older men over again to the rough and tumble of the outside districts, while naturally they desire and have a claim to consideration in respect of whatever alleviations their wearing labour derives from nearness to a home in the larger centres of population; and indeed the benefit of a change of inspector is accomplished otherwise, to a considerable extent, by the frequent changes of teachers from one district to another, and by the partial changes that occur in the formation of the districts, necessitated by the increase in the number of schools, which lead to the addition of new inspectors; so that there can hardly be many teachers of much length of service whose work has not been reviewed by several inspectors. Continually the less experienced teachers are receiving from their inspectors as much practical advice in schoolkeeping as they can appropriate—sometimes I think even more than they can assimilate, at least, at one time; and the more matured teachers are prevented from allowing their teaching to become unbalanced—too much to this or that class or subject, and too little to another.

There is every reason to be satisfied, on the whole, with the inspection of our schools, which is equally necessary—some unthinking persons may make a mistake just here, and therefore I say advisedly equally necessary—with the teaching of them; but it is greatly to be regretted that it has to

be reported, year after year, that some schools have not been visited during the year, as has been the case again during last year. It is intended that every school shall be visited every year by the inspector to whom it is allotted; and it is regarded as possible that this shall be done and yet sufficient time be left for inquiries that may have to be made here and there, as they arise, and also the visiting of some schools a second time. When schools are left over unvisited, I think it likely that the omissions occur because the inspector does not carefully economise his time. No one, I believe, has a higher conception than I have of the educational value as well as the moral effect of such a thorough detailed examination as our schools have to undergo; but an inspector should reckon up his ways and means, and if he is pushed—say, by the frequent recurrence of incidental inquiries and what may be called odd jobs—he should not prolong his examination further than his time will run to; for it is clearly preferable that one or more schools shall have only a partial examination—if it must be so—than that one or more schools should altogether miss inspection; and so, generally throughout the year, and more particularly at the beginning of the year, it behoves inspectors to watch carefully the passage of time in relation to the schools to be covered.

Regarding the subjects of instruction and the teaching given in the schools, the inspectors have said a good deal, and I do not take time to say much on this occasion; but there are two subjects that I wish to say a few words about. These are reading and composition.

We have no means of gauging the proficiency of the pupils in reading except by hearing them read aloud. How they read to themselves we cannot test; and there are many ways of reading in silence. Under certain circumstances it may be necessary, and it is possible, to read in the style of half-a-page to the gulp, and from that rate it may vary to the necessity of extreme deliberation and utmost care, comparing paragraphs, balancing sentences, discussing phrases, and weighing words. A man has but himself to please when he reads to himself. It is entirely different when it comes to reading aloud. Then a man has to take his audience with him, else the exercise is absolutely worthless. It is for that reason that pains must be taken to teach children from the beginning onwards to vocalise the words they read, with all their vowels and consonants audible that are meant to be heard, to join the words into sense and meaning, to utter them in a natural way so that accent and emphasis shall fall into their places, to use a sufficiency of voice to reach the hearer's ear, and to cultivate full and fluent use of all the flexibilities of the voice machinery,—throat, palate, tongue, teeth, lips—till what is read issues forth clear, full, distinct, intelligible, leaving the auditor nothing to guess at or fumble for.

All the indistinct reading, and with that one may take the sloppy, unfinished, and semi-pantomimic conversation that one has not to go far from home to hear, as well as many set public utterances to which one is subjected arises for the most part from a form of laziness which is accompanied by lack of taste and want of self-respect on the part of the speaker, and want of respect to the hearer. It means, in short, "I don't care whether you hear and understand me or not; and besides, what I am saying is not worth much anyway."

Similarly, I do not think it is so much ignorance as want of self-respect and a proper sense of the fitness of things that permits some persons to fling scrawly, unpunctuated, ill-composed, and ungrammatical letters at the Office. Teachers should not do so at any rate; and some of them do—not only pupil-teachers and candidates for employment, but teachers who ought to know better. A lady would not allow herself to write to the head of her Department thoughtless and badly executed scribbles any more than she would come to the office with her hair blowing loose or her dress awry; nor a gentleman any more than he would enter the office with his pipe in his mouth. If our teachers say they have not time to be ladies and gentlemen, I have no reply.

And so I would have children taught to express themselves in writing, on the same lines as I have indicated above regarding reading and speaking, from the beginning, with respect for themselves and for others, with care, deliberation, and forethought, learning to put into their communications all that should appear in them to make them easily read and understood, and not allowing any communication to pass till it holds all that it should contain to the extent of the writer's knowledge.

If the niceties of good expression either with mouth or pen are thus carefully cultivated they will become habits of the soul and not mere flippant tricks of tongue or hand; and I do not know of any habit more educative of many virtues or more useful in life.

I have, &c.,

D. EWART, General Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX B.

REPORT OF MR. SENIOR INSPECTOR PLATT.

South Brisbane, February, 1901.

SIR,—I have the honour to submit my General Report for the year 1900.

SCHOOLS.—The district assigned to me for inspection was East Moreton South. As regards the country schools it was the district inspected by me in 1899, but in lieu of the town schools at Dunellan, East Brisbane, Junction Park, Kangaroo Point, and West End on my list in 1899, I took 3 schools in Ipswich and 3 in Bundaberg. At the end of the year, 89 schools were open, of which 43 were State schools, 39 were Provisional schools, and 7 were Denominational schools. In the course of the year a new State school was opened at Norman Park, and a State school superseded the Provisional school at Jimboomba. A Provisional school was established at Tambourine Mountain, new buildings were erected at Brown's Plains, and important additions and repairs were made at Chamber's Flat and at several other Provisional schools. Applications for new Provisional schools were received from Thulumbah, Upper Widgee Creek, and Running Creek. The Diamantina school was closed, the Reformatory boys being transferred to Westbrook. Gleneagle, Sarabah, and Teviot Junction, closed in 1899 for lack of pupils, were not open in 1900. Every school open was inspected and the pupils examined in detail at least once during the year, 7 of the schools were inspected in detail a second time, and 2 schools not assigned to me were examined very early in the year. The total number of detailed inspections was 98 in addition to special inspections of buildings, visits of inquiry, and incidental visits made in the course of travel. Ordinary inspections commenced on Monday, 29th January, and ended on Friday, 14th December.

At Bulimba, Bundaberg North, Bundaberg South, Ipswich Central (B), Wellington Point, and Wynnum, the accommodation was insufficient. At Coomera, Mount Gravatt, and Redland Bay, it was barely sufficient. Pending the erection of a new school the boys at the Ipswich Central were being taught in the drill-shed. The accommodation was insufficient and unsuitable, and most of the furniture particularly objectionable, so that for a whole year the work has been done under exceptionally difficult conditions. At Newtown the middle room is generally so dark that the children cannot see their slates properly, while the teachers have to face a narrow bar of light exactly on a level with the eyes. The new buildings at Jimboomba are the most suitable I have seen. With three or four exceptions, the Provisional schools are now held in fairly suitable buildings, looked after by the committee, but at Westbury the upright slabs forming the end wall were insecure and dangerous.

It is with pleasure that I again report that nearly all the teachers are willing and intelligent custodians of the public property in their charge. As regards tree and flower culture, the seasons in 1900 were not generally favourable. The most creditable flower garden was at Bromelton.

PUPILS.—In the 84 schools controlled by the Department there were present at inspection 6,715 pupils out of an enrolment of 7,776. The percentage of attendance at inspection in 1900 was therefore 86·3 against 83 in 1899.

As regards the operation of the machinery for enforcing the compulsory clauses of the Education Act, I have no statistics from the schools at either Ipswich or Bundaberg, but from the schools in East Moreton South, I find that the teachers of 37 State schools, having an enrolment of 4,030 pupils, reported to the attendance officer a total of 10 children totally neglected (that is not attending any school), and 142 children partially neglected (that is failing to attend 60 days in each half-year). Similarly, the teachers of 39 Provisional schools, having an enrolment of 952 pupils, reported 5 children totally neglected and 63 partially neglected. In other words, from 76 schools, having an enrolment of 4,982 pupils, the teachers reported 220 children from whom a "valid excuse" or a penalty was due. Of these 220 defaulters 15 made no attendance. Amongst the excuses rendered were long distances, lonely roads, unsafe creek crossings, tender years, sickly constitutions, poverty, and the need for help on the farm.

In a few instances another reason for neglect might be given, and that is simply poor teaching and unsatisfactory discipline. Parents are first disappointed, then irritated, then indifferent, then despairing and contemptuous, and finally defiant. Nothing conduces more to regularity of attendance than progress of which the children themselves are conscious. Given this with a discipline at once firm and generous, and my experience is that really bad attendance is very rare indeed.

As regards the classification of the pupils, the highest class in 33 schools was Class VI., in 38 schools Class V., in 12 schools Class IV., and in 1 school Class III. Of the 33 sixth classes, 19 should never have been made, because the children in them had not thoroughly appropriated all the knowledge required in Class V. In a school having one teacher only, the highest class may be either a fifth or a sixth according to circumstances, but no such school should have both a fifth and a sixth. Sixth classes are often forced on the teachers by the pressure of parents able to keep their children at school beyond the ordinary period.

TEACHERS.—In the 84 schools controlled by the Department 209 teachers were employed—98 males and 111 females. The number of classified teachers was 102, of unclassified 42, and of pupil-teachers 65. For each teacher employed there were on an average 37 pupils on the roll and 32 present at inspection. In the State schools the average number of pupils per teacher was 40 enrolled and 35 present at inspection.

RECORDS.—With a few exceptions the school records were full, posted to date, accurate as far as tested, and about fairly satisfactory as to cleanliness and penmanship. I do not think a teacher should be satisfied with less than perfect cleanliness and good penmanship in his records. They are then a pleasing recommendation to school committees and visitors and an effective lesson to his pupils. Of records other than those of attendance the Work Book is least satisfactory—particularly in the smaller schools. General Instruction No. 114 notwithstanding, the entries are *not* explicit; and during examination I am constantly obliged to appeal to the teacher or to the pupils for information as to what work has been attempted.

INSTRUCTION.—*Reading and Recitation.*—The most serious defects in this branch of instruction are insufficient voice and imperfect articulation arising from sheer laziness or from "that tired feeling" of which we have heard. The teachers themselves are not free from it. A tendency to it is noticeable in the utterance of almost all born Queenslanders, as well as in that of many old settlers from other lands. It is necessary that teachers resist this proclivity with vigilant and persistent vigour, otherwise our spoken English will become a very dull and sleepy language indeed.

I consider that on the whole the spelling is good. But, in reproducing oral lessons on Objects, Science, and Geography, children are too frequently called upon to write words they have never seen in print or in script. This is a grave error on the part of the teachers. All such words should be put on the board when first as any peculiarities in spelling specially pointed out. Again, a child is told to write an original composition exercise. The chances are that many words will appear in such a letter that the child seen though they are familiar to his ear. Such are names of local products—vegetable and animal and farm machines, tools, utensils, &c., names of eatables, condiments, articles of apparel, &c. common and familiar words will be wrongly spelled; the reader concludes that spelling is not taught the teacher. The remedy is for the teacher to prepare suitable lists of such words for dictation when children have seen them on the board—similar to those at the end of the Royal Reader No. 2.

REPORT OF MR. DISTRICT INSPECTOR J. KILHAM.

Toowoomba, February, 1901.

SIR,—I have the honour to submit my general report for the year 1900.

The district assigned to me, called the Darling Downs Inspectoral District, extended from Warra on th west to West Haldon on the east, and from Jondowaie on the north to Pratten and Leyburn on the south.

The schools in operation during the year were 100—viz., 45 State, 53 Provisional, and 2 Roman Cathol schools. New State schools were opened at Doctor's Creek and King's Creek to replace Provisional schools, bu the State school at Harlaxton, which was applied for last year, has not yet been erected. The Provisional school Yamsion was re-opened, and others were applied for at Pine Grove, Quinalow, and Ringing Plains, in the Dalb district; at Gowrie Mountain, Level Crossing (Greenmount), and at Boah Peak. The school at Ringing Plains already in operation.

Eighty-one schools were inspected by me, and 13 at the Warwick end of my district were inspected by M Brown. The following schools being closed at the time of my visit were not inspected—viz., Crosshill, Jimbou West Prairie, and Yamsion. Prestons was not visited for want of time. Besides the actual work of inspection, 1 schools were visited incidentally, seven inquiries for the establishment of new schools, four investigations complaints against teachers were held, and one teacher was examined for admission into the service.

After three weeks' leave of absence, inspection commenced on 14th March, and ended when the schoo closed on the 14th December.

MATERIAL ORGANIZATION.

The following Provisional schools have increased to such an extent as to warrant their conversion into Stat schools:—

Bergen, with an enrolment of	68	and average attendance of		...	48·7
Wyreema,	„	55	„	„	...	50·5
Gowrie Estate,	„	53	„	„	...	43·3
Nobby,	„	45	„	„	...	35.

Accommodation is insufficient at Goombungee, Oakey Creek, Pittsworth, Springside, North Toowoomb (boys), North Toowoomba (girls and infants), and Wilsonton State schools; and barely sufficient at Bunker's Hill, Emu Creek, Gowrie Little Plain, Jondaryan, Yarranlea, Leyburn, Bergen, Gowrie Estate, Nobby, and Wyreema. An additional classroom is being added to the North Toowoomba (girls) school, but nothing is being done for the enlargement of the boys' school, where from 60 to 70 pupils are constantly taught in the playshed or on the veranda. The South Toowoomba (boys) school has sufficient accommodation for about 200 more pupils, but we have no mean of compelling them to attend the schools in their respective districts. When the new school is opened at Harlaxton, it may relieve the overcrowding at the north schools. Steps are being taken to convert the Bergen Provisional into a State school.

School buildings are generally in very good condition, and are well furnished with the exception of gallerie and classrooms, which are so necessary for singing, simultaneous lessons, and for collective teaching. Desks ar still found of all lengths, instead of being either 7½, 9, or 10½ feet to seat 5, 6, or 7 pupils respectively. Each pupi requires at least 18 inches desk space for writing. This is regulated by law in England. The Day School Cod (1899), section 14, says:—"Benches and desks, graduated according to the ages of the children, should be provide for all the scholars, and placed at right angles to the light. An allowance of 18 inches per scholar at each desk and bench will suffice, and the length of each group should, therefore, be some multiple of 18 inches, with gang ways of 18 inches between the groups and at the walls." If this could be impressed on the draughtsmen in the Works Department, it would result in greater comfort and convenience to pupils and teachers. Apparatus and teaching material are generally in full supply, excessive in some cases where the teacher takes care to apply for a little more than is required, and thus accumulates a stock in advance. Only 4 schools have established school libraries. This is a mistake, as a taste for reading might be induced by supplying pupils with interesting stories of adventure, especially in rural districts, where no school of arts exists. Gardening and tree-planting have been failures in most parts of the district during the year for want of rain. It is only where town water could be used that gardens have received any attention.

A sum of £17 was authorised by me for minor repairs. Much more might have been expended but for the deterring effect of the regulation, which requires one-fifth to be raised locally for small articles of furniture.

INTERNAL ORGANIZATION.

STAFFS.—In schools inspected by me there are 164 teachers employed—viz., 81 head-teachers, 44 assistants, and 39 pupil-teachers. Of these 40 head-teachers and 33 assistants are classified, and 41 head-teachers and 11 assistants are unclassified. In State schools, the average staff strength is 1 teacher to 33 pupils, and ranges from 51 at Gomoron to 11 at North Branch; in Provisional schools there is 1 teacher to an average attendance of 8 pupils, and the strength of staff ranges from 49 at Bergen to 9·7 at Tipton, and 7·9 at Blaxland.

Defects are still too frequently found in the distribution of staffs, where young untrained pupil-teachers are placed in sole charge of large classes in the lowest part of the school, while the assistants have small drafts in the upper. These defects and their remedies were pointed out in my last General Report, but in only one or two instances have they been noticed. The head-teacher, at every inspection, receives separate marks for his organization, as well as for his discipline and skill as a teacher. Of the three, I consider the first is of the greatest importance, for where a school is well organized, the others almost invariably follow.

PUPIL-TEACHERS.—As we have no training college for pupil-teachers, they are supposed to receive instruction from the head teacher in the art of teaching, and for this purpose the Department requires model and criticism lessons to be given. In 26 schools in which pupil-teachers are employed, I find that only 2 have carried out the regulations of the Department by giving criticism lessons and "special attention to the training of the pupil-teachers in the instruction and management of a class." (Regulation 92.) The head teacher is not entirely to blame for this neglect, as his staff is so allotted that he must be constantly in charge of one or two classes, and at the same time be responsible for the requisite supervision and examination of the whole school, so that he has little time during school hours to devote to the pupil-teachers; but half-an-hour per week at least might be taken for a criticism lesson from the 7½ hours allotted to the special instruction after school hours. In fact, this instruction in teaching should appear as one of the subjects in the pupil-teacher's time-table.

ATTENDANCE.—In the 42 State schools inspected, the enrolment was 4,301, of which 3,806 pupils (or 8 per cent.) were examined. In 37 provisional schools the enrolment was 1,031, and the pupils examined 80 78·4 per cent. Regularity of attendance has slightly improved; 3,274 pupils (or 61·4 per cent.) have attended per cent. of their time, or 4 days out of 5. More than half the pupils attend irregularly in the following schools Emu Creek, Gomoron, Gowrie Creek, Gowrie Road, Gowrie Junction, Doctor's Creek, Maida Hill, Oakey Cr Springside, North Toowoomba (girls), Bergen, Bowenville, Cambooya, Djuan, Ellangowan, Alphins Irvingdale, Mocatty's Corner, Moss View, Mulga, Nobby, O'Mara's Bridge, Rosalie Plains, Spring Flat,

St. Ruth. There are 142 children of school age who are reported as not attending any school. Enforcing the compulsory clauses and appointing truant inspectors has had very little effect on the regularity of attendance, as the 60 days in each half-year required by the Act, are too few to constitute regularity. If a pupil attends every alternate day or two or three days per week, he must necessarily omit some subjects entirely, as time-tables cannot be constructed to include every subject of instruction in each day's work, and, moreover, such a pupil must fall behind the rest of his class and retard their progress. To be effective the Act should be altered to require *regularity of attendance* instead of 60 days in each half-year, and the statute age should be raised from twelve to fourteen.

Classification.—In the 81 schools inspected by me, there were 22 sixth and 45 fifth classes. The percentage of enrolment in each class is—sixth class, 2·2; fifth, 9·4; fourth, 12·2; third, 21; second, 19: and first, 33. Only 2 per cent. of our pupils remain in school to the age of fourteen, although the school age is from five to fifteen.

With such irregular attendance as we find in many schools it is impossible to maintain an even standard of attainments for any length of time, but as Regulation 115 specifies that promotions must be made at the beginning of a school quarter after *special examination of the pupils*, it is possible to commence every half-year with classes of uniform proficiency if teachers will carefully follow the regulation and promote such only as have *completed* the previous half-year's work. It is too often the practice to promote according to length of *time in class*, regardless of *attainments*, with a result that pupils are frequently found who have missed a whole half-year's work, and thus consequently reduce the standard and retard the progress of the class. Only the best organizers can, by judicious promotions, adjust the number of drafts to the strength of the staff. In most schools the drafts are too numerous and cause a considerable waste of teaching-power.

Government.—The discipline continues to be satisfactory in all but one or two schools. A good working time-table which secures the constant employment of all, whereby are inculcated habits of attention, diligence, industry and energy, is one of the best means of attaining good discipline, but generally it has its springs in the personal character of the master. As one of our best educators has said. "Love, honour, truthfulness, sincerity, consistency, justice, patience, and judgment, must be elements of a teacher's character if he would have an ascendancy over children both effective and lasting."

Instruction.—Methods of instruction are improving but slowly for want of more special training of pupil-teachers in the art of teaching. If criticism lessons were given regularly, all the members of the staff would be benefited.

Reading is steadily improving in fluency, ease, and expression, as more care is given to the preparation by the teacher. In 78 per cent. of schools, reading was from fair to good, reaching over 80 per cent. for the whole school at Gowrie Little Plain, Gowrie Junction, and Plainby. Instead of the teacher *telling* the meanings of words, or the pupils learning the lists at the head of the lessons, which are often very defective, those in the upper classes are being gradually trained to the use of a dictionary at home, and to the cultivation of judgment in selecting the meaning which is appropriate in the text. Where this is done by the pupil, the teacher's work is reduced to testing the honesty of such preparation or to correcting errors of judgment and supplementing the explanation by drawing attention to the derivation. As the mechanical part of derivation is being mastered by committing prefixes and roots to memory at home, the teacher can more and more utilise the pupil's knowledge by calling for the application of roots when required, in the same manner as the tables must be first learnt before they can be applied in arithmetic. I find that this is being done in the best schools.

Recitation is mostly confined to committing poetry to memory; very few attempt to render the sense with feeling and expression. Many teachers appear to think that repetition is all that is required, and that any attempt at an elocutionary exhibition is beyond their powers.

Writing is generally satisfactory, but in a few schools the upright hand has been introduced, and this is gradually developing a backhanded style which is neither beautiful nor legible.

Arithmetic gives fair results on the whole, but in schools where part of the time formerly devoted to this subject is now given to Euclid and algebra, there appears to be a falling off in accuracy of working. As pointed out last year, more use might be made of home exercises for giving silent practice in arithmetic and revising back rules.

Algebra is taught in 22 schools with results varying from bad to good and averaging moderate. It is weakest in those schools where no male assistant is employed, and where the head teacher is single handed.

Euclid, taught in 21 school, gives slightly better results than algebra, but is still considerably below the standard.

Science.—Except in two girls' schools where geology has been taken, no science subject has been attempted beyond agriculture in 14 schools, and Grieves' Elementary Mechanics in 7 schools. For want of proper appliances these lessons consist of mere memoritor work from the text book, which is of little use as mental training or in supplying information that will be of future utility to the pupils. In schools where the head teacher is not assisted by a male assistant, I am convinced that the time given to these extra lessons might be better spent on the ordinary subjects. In filling our Schedule with so many extra subjects, we are going beyond the province of the *elementary* school, which, as its name denotes, has, as its peculiar function, to furnish the *elements* of intellectual education, by supplying the *instruments*—viz., reading, language, writing, arithmetic, mensuration, drawing, and needlework.

Object lessons give the poorest results in the lower classes as might be expected from what has been said of the want of systematic instruction of our pupil-teachers, who are generally in charge of these classes. After so much money has been spent by the Department in giving instruction to teachers in Kindergarten methods, it is strange that no attempt is made to put it into practice in the first classes. The present object lessons are a failure, but a series of lessons prescribed in the Schedule on Kindergarten work might be made interesting and instructive as well as supplying manual and mental training for the younger children.

Records are generally complete and accurate, except in Provisional schools where inaccuracies are frequently found, especially in planning Work Books. The defects met with in State schools are usually neglect to enter promotions in the Admission Register *at the time they are made.* (General Instruction 85.) A few teachers overlook the posting of promotions from one half-year to another, as required by the second paragraph of Instruction 95.

Special Observations.—The following State schools have obtained the highest results, and deserve special mention for efficiency:—Gowrie Little Plain, Glencoe, Gowrie Junction, Highfields, Glenvale, Wilsonton, North Toowoomba (girls), Umbirom, East Toowoomba, Drayton, Middle Ridge, Plainview, Southbrook, Goombungee, and Woodview. Very good work was also reported at the following Provisional schools:—Plainby, Gowrie Estate, King's Tent, and Spring Flat.

I have, &c.,

J. KILHAM,
District Inspector.

The Under Secretary, Department of Public Instruction.

supposed to be discontinued, it is discontinued only in part. There may sometimes be too much examining, and too little time devoted to the other work of inspecting; we might examine fewer subjects, and thus have more time for observing the organisation, methods of teaching, &c.; but regular examinations could not be dispensed with without serious consequences.

Two grammar school scholarships and one bursary were obtained at the late examination by pupils from the following schools in this district:—Enoggera, Bald Hills, and Brookfield.

Discipline is a very satisfactory feature in the State schools, and in the great majority of the Provisional schools.

Instruction.—Respecting reading, writing, and arithmetic, there is little fresh since last year to be said. The remarks made then are still applicable. On the whole, the reading is fluent; the writing is neat and fairly satisfactory, tables and the mechanical rules of arithmetic are learnt very fairly, the intellectual work being weaker. Geography and grammar are taught fairly well. Composition ranges from indifferent to fair. It is a subject that cannot be taught successfully unless the pupils read, and in many cases their reading is confined to the school books and the schoolroom. This points to the need of a school library for every school. Next to the ordinary school teaching and moral training of his pupils, the most important work that a teacher could undertake, especially in the country, is the establishment of a suitable school library.

Euclid continues to give poor results. In most cases a large amount has been done, but very little retained; probably it was never mastered. Of course it is a difficult subject for children of the age of our fifth class pupils, and little time can be bestowed on it; but *some* sound work is wanted as a foundation on which to build future instruction. The first five propositions (say) should be understood thoroughly by every pupil in the fifth class before going further. Algebra gives better results than Euclid, but nearly all that was done was elementary mechanical work. The science taught is mostly the mechanics of Grieve's books, with occassionally agriculture (Tanner's), and the results, especially in the former, are not gratifying. It would be an improvement if the smaller schools, especially the Provisional schools, were supplied with a good book on object lessons, of which there are so many published now. It would save time and help to improve the instruction in this subject, which is often very moderate.

The history results in the higher classes were often disappointing; but occasionally the answering showed that the pupils were interested in the subject and had been taught intelligently. This is a subject that should receive more attention, and now that Gardiner's interesting book is the text-book there should be no difficulty in making satisfactory progress.

I have, &c.,

J. J. CAINE,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

Sandgate, February, 1901.

Sir,—I have the honour to submit to you my General Report for the year, 1900.

The district in my charge, called "Brisbane and Gympie," included some schools in Brisbane and its suburbs, with most of those on or near the North Coast Railway Line—including the Kilkivan branch—between Beerwah and Tiaro.

Schools.—The number of schools in my district at the end of the year was 81, and they may be classed as follows:—

State Schools for Girls only	3
,, ,, ,, Boys only	4
,, ,, ,, Infants only	3
,, ,, ,, Girls and Infants	1
,, ,, ,, Boys, Girls, and Infants	11
Provisional Schools	52
Roman Catholic Schools	5
Church of England School	1
Private School (Bowen House)	1
Total	81

Four new Provisional schools—Kenilworth, Chatsworth, Kandanga Creek, and Scotchy Pocket—were opened during the year, and the Provisional school at Lagoon Pocket was superseded by the erection of a State school there. Visits of inquiry regarding applications for the establishment of new Provisional schools were made to Jones's Hill, near Gympie; Bald Knob, near Landsborough; Goomborian, about midway between Gympie and Tin Can Bay; Highworth, near Nambour; and Ilkley, near Eudlo. I also paid visits to Yandina and Eumundi to inquire into proposals made to change the present Provisional schools into State schools in those centres.

Except the time spent in visiting Jones's Hill, Chatsworth, and Bald Knob, reporting thereon, and three weeks' leave of absence, I was occupied from the beginning of the year till the 21st of March in valuing examination papers, and in writing my annual report. The work of inspection began on the 22nd March, and, except 2½ days spent in drafting examination papers, from that date till the schools broke up for the summer vacation, my time was fully taken up in inspecting schools, travelling, inquiring into applications for the establishment of new schools, writing reports, and examining pupil-teachers and teachers in reading, practical drill, and class-teaching. Conducting the annual examination at Gympie brought the year's work to a close.

Material Organization.—At Traveston a good, substantial, and up-to-date building has taken the place of the old slab schoolhouse in use there for many years; this, no doubt, being the result of the liberal treatment now accorded to settlers in the bush, when providing school accommodation for their children. With the regulation allowance of 8 square feet for each child in average attendance—a space which, in a Queensland climate, can hardly be deemed sufficient—the accommodation in most schools meets our requirements. In the following schools, however, even the space of 8 square feet is not provided for each child in average attendance.

—	Inside Floor Space.	Space for an Average of—	Actual Average Attendance.
	Square Feet.		
Gympie One-Mile (boys)	2,320	290·0	373·2
Gympie Central (girls)	1,800	225·0	307·4
Gympie, Monkland	3,000	375·0	445·3
Gympie One-Mile (girls)	2,200	275·0	327 6
Leichhardt Street (boys)	2,500	312·5	359·3
Toowong	2,548	318·5	359·2
Gympie Central (boys)	2,600	325·0	342·6
Kelvin Grove (girls and infants)	3,375	421·9	428·1
Nambour	612	76·5	82·5
Cootharaba Road	640	80·0	82 9

In some instances, where additions have been made to school buildings, the lighting in the old portion of the school is not at all satisfactory, especially on rainy or dull days, when the pupils' sight must suffer in trying to grope through their ordinary school work. The supply of furniture and of material for instruction is mostly sufficient, suitable, and good in quality.

Arbor Day in this district is not celebrated with the marked enthusiasm one should like to see, but, on the whole, school committees, parents, pupils, and teachers are fairly alive to the importance of this function, the result being that school grounds do not now as a rule wear the bleak and uninviting appearance they did years ago, and it is earnestly to be hoped that in the course of a few years *every* school ground in the State shall have its welcome shade—

> "Where many branches meet—
> So grateful when the noon of summer makes
> The valleys sick with heat."

The schools most noted for neatly and well kept grass plots and flower beds are Kilkivan, Tewantin, the three departments at Leichhardt Street, and Kelvin Grove (boys); at the two firstnamed schools, where no hose is available for watering purposes, the work of attending to the gardens is almost wholly in the hands of the pupils, one set of them vying with another as to whose plot shall be the most attractive and beautiful, and in this way a most healthy rivalry between different sets of pupils springs up, that, in years to come, must bear ample and lasting fruit, to say nothing of present advantages.

Internal Organization.—The teachers of my district, as a body, are a hard-working, zealous, and intelligent class of public servants, and they strive to get successfully through their irksome and responsible work, and to discharge all their duties with credit to themselves, and with untold benefit to their pupils.

Omitting Roman Catholic, Church of England, and private schools, the number of teachers of all grades employed in the schools of my district at the time of inspection was 181, of whom 68 were classified teachers, 53 unclassified, and 60 pupil-teachers—one-third of the last being on [illegible] average number of pupils to each of these teachers was 31·5—in State schools 36·4 and [illegible] In 8 State schools the average number of pupils reached or exceeded 40 to ea[illegible] numbers vary from 6·8 to 43.

Government.—Of the discipline in the s[illegible] part in terms of praise. To the *true* teacher "the moral train[illegible]st be his first concern, and he must never look upon mere ma[illegible]chool to be

the aim and end of discipline. As the master, so the scholars, and if the teacher's ideal be high, so also will be that of his pupils; let him lead with a "high standard of honesty, truth, and honour," and his pupils will almost instinctively follow in his footsteps.

CLASSIFICATION.—In the large schools the classification is generally judicious, and secures, on the whole, good working conditions, but in several small places the number of drafts is often too many. In a school where the teacher is single-handed the drafts should not, if at all possible, exceed four, but in many such schools six drafts, and in some even seven are to be found. In not a few schools it should be quite easy and practicable to combine two or three small drafts for tuition in some branches of school work. The Schedule requirements have, on the whole, been more than fairly overtaken, the average answering for all schools having been 63·9 per cent.—State schools 57 per cent., and Provisional 61·3 per cent.

The number of schools between 40 and 50 per cent. in proficiency was	...	...	1
The number of schools between 50 and 60 per cent. in proficiency was	...	...	14
The number of schools between 60 and 70 per cent. in proficiency was	...	...	54
The number of schools 70 per cent. or over in proficiency was	...	...	5

Including Roman Catholic, Church of England, and private schools, the pupils examined by me during the year numbered 7,413, the enrolment and average attendance being respectively 8,543 and 6,858·4.

In quantity the attendance of my schools was quite good—81·1 per cent. of the enrolment; State schools being 81·6 per cent., and Provisional schools 78·7 per cent. Its quality, however, was not so satisfactory, as only 62·1 per cent. of the enrolment attended school 4 days out of 5—the percentages for State and Provisional schools being respectively 62·4 and 61·1.

As far as I was able to ascertain, the operation of the compulsory clauses of the Education Act has so far effected no appreciable improvement in the *quality* of the attendance, and I fear that no material improvement in this connection can take place until the Education Act is amended in the direction of increasing the minimum number of attendances to be made by each pupil, as well as of making the exemption age fourteen years instead of twelve years.

RECORDS.—On the whole, the school records are well, neatly, and faithfully kept.

SPECIAL OBSERVATIONS.—In 5 schools the average percentage of all results exceeded 70—Woombye, 71·9; Gympie, One-Mile (infants), 70·5; Leichhardt Street (infants), and Gympie Central (infants), each 70·3; and Neusa Vale, 70·2. Then follow, more or less closely, Gympie, Monkland, 69·9; Leichhardt Street (girls), 69·5; Cootharaba Road, 69·2; Kelvin Grove Road (girls and infants), 69·1; Tiaro, 68·9; Deborah, 68·6; Mapleton, 68; Gympie Central (girls), and Maleny, each 67·9; Palmwoods, 67·8; Gympie One-Mile (girls), 67·6; Imbil, 67·5; and Scotchy Pocket, 67·3. The schools with the lowest percentages were:—Caloundra, 48·6; Bunya Creek (*first* inspection) 50, (*second* inspection) 55·5; Pie Creek, 51; Anderleigh, 53·7. The classes that gained 70 per cent. or over were in the following schools:—

Sixth Class.—Gympie One-Mile (boys), 71·4; Gympie Central (girls), 71·3; Leichhardt Street (girls), 70·8; Gympie, Monkland, 70·8; Leichhardt Street (boys), 70·5; Kelvin Grove Road (boys), 70.

Fifth Class.—Woombye, 71·2; Buderim Mountain, 70·4; Leichhardt Street (girls), 70·2.

Fourth Class.—Rosemount, 70·5; Gympie, Monkland, 70; Neusa Vale, 70.

Third Class.—Maleny, 73·9; Tiaro, 73; Leichhardt Street (girls), 71·8; Oakview, 71·7; Gympie, Monkland, 70·8; Woombye, 70·5; Imbil, 70·5; Gunalda, 70·5; Glastonbury Creek, 70.

Second Class.—Peachester, 75; Deborah, 72·1; Scotchy Pocket, 72·1; Kilkivan, 71·9; Neusa Vale, 71·9; Kanighan, 71·4; Tiaro, 70·6; Cootharaba Road, 70.

First Class.—Imbil, 78; Woombye, 75·2; Maleny, 74; Leichhardt Street (girls), 73·8; Cootharaba Road, 71·5; Cooroora, 71·4; Mooloolah, 70·9; Kelvin Grove Road (boys), 70·7; Gympie One-Mile (infants), 70·5; Leichhardt Street (infants), 70·3; Gympie, Monkland, 70·3; Gympie Central (infants), 70·3; Kilkivan, 70; Palmwoods, 70.

Two boys and 1 girl—Leichhardt Street (boys), Bowen House, and Kelvin Grove Road (girls and infants) 1 each—were successful in gaining grammar school scholarships at the annual examination held last December.

Of the subjects added to our Schedule under the provisions of "*The State Education Act Amendment Act of* 1897," Euclid, as heretofore, yielded the least satisfactory results, the proficiency in this branch being represented by 43·2 per cent., and even this on lines much below the Schedule requirements; in the majority of instances the time devoted to it, which should be directed into some profitable channel, is practically lost by most pupils, to say nothing of the teachers' time.

With the many excellent manuals on school management now within easy reach of all teachers, I need not load this report with remarks on the methods of teaching that should be adopted in dealing with the various branches of our Schedule, but in connection with "Object Lessons" the following may prove interesting to some. Archbishop Walsh, speaking some time ago on the direction which primary education should take, remarked "Children ought to be taught how to use their hands and to be accurate observers." An American "Journal of Education," commenting on this, strongly advocates the great utility of "Object Lessons on Nature," in these terms:—"This kind of training is becoming much more essential for success in the world now than it was formerly. While useful to all, it is especially important to the farming and horticultural industries. Why should not pupils travelling back and forward, morning and afternoon, from the schools in country sections be amusing and instructing themselves in noticing the wealth of beauty and natural law in the earth, rock, water, vegetation, air, and sky around them? A few daily hints from a competent teacher would enable them to make their daily tramp to school more pleasant, and, therefore, their school more delightful. It would also open their eyes to the natural beauties of their own homestead, and to the laws which underlie the successful pursuit of those industries which are of primary importance in supplying mankind with the means of physical life, and in laying the foundation of a prosperous and happy country. To the lack of effective instruction of this kind in our primary schools we must attribute the tendency in the old solitary book-drill of making too many of the young pupils think more of city, foreign, or professional life than of the possibilities of the intelligent development of farm life. And so of other industrial occupations. By developing this side of the school life, the tendency will be to increase the number of intelligent young men who will devote themselves to the producing industries. And at the same time the standard difficult subjects of the school will also be more successfully mastered by the pupil, for the object lesson on nature is play or recreation, which will enable him to return to the severer work with renewed freshness. It is a play, but it is a useful play."

I have, &c.,

D. MACGROARTY,
District Inspector.

The Under Secretary, Education Department

REPORT OF MR. DISTRICT INSPECTOR ROSS.

Brisbane. February, 1901.

SIR,—I have the honour to submit my Annual Report for 1900.

The district assigned to me at the beginning of the year is known as the West Moreton District. It includes the greater part of the schools in and around Ipswich, those on and adjacent to the South and Western Railway from Ipswich to Murphy's Creek, and the branch lines of Crow's Nest and Fassifern. The list of schools supplied contained 54 State, 41 Provisional, 3 Roman Catholic, and 1 Church of England. Near the close of the year a new Provisional school was opened at Mount French, near Boonah, which brought up the total to 100 schools.

New State schools have superseded the Provisional ones at Milford and Prenzlau, and tenders have been called for a State school at Ropely to take the place of the existing Provisional school.

At Laidley North and Forest Hill the floor space is insufficient for the attendance, and at Crow's Nest and Rosevale it is barely equal to the requirements. The Provisional schools at Monkey Water Holes, Mount Sylvia, and Mount Whitestone, have all outgrown the recognised limits for this class of school, and those at Cawdor, Grantham Scrub, Helidon Scrub, and Perseverance, are closely approaching those limits.

Applications for new schools were investigated at Lake View near Gatton, Tarampa Flats, College View, Upper Ropely, and the Left Hand Branch. A State school was recommended for Lake View, and Provisional schools for each of the other places.

With the exception of the Provisional school at Mount French, which had only been opened a few weeks before the close of the year, all the schools in this district were inspected in detail, and Bunburra received a second detailed inspection, making a total of 100 inspections.

Speaking generally, the newer school buildings, both State and Provisional, may be characterised as suitable in design and good in condition, affording as they do comfortable working conditions. The skillion rooms of the main building at Ipswich West (girls and infants) school in which the infants are taught, are altogether unsuitable. They are objectionable from every point of view. A splendid addition has been made to the boys' school, and it is to be hoped that early steps will be taken to similarly enlarge the girls and infants' school. Defects were reported in the teachers' residences at Teviotville, Helidon, Burnside, Rosewood, Milora, Normanby, and Meringandan. Committees, as a rule, do not display any great zeal in taking in hand matters of this sort, and, as a natural consequence, the teacher must either raise the necessary funds or endure with what patience and fortitude he can command, whatever inconvenience and discomfort he may be labouring under. In any future amendment of the Education Act and Regulations, if local contributions for school buildings be not dispensed with altogether, it would be well to exempt teachers' residences from any local contribution requirement either for enlargement or repairs.

Insufficient closet accommodation, arising from increased attendance, was found at Laidley North, and at Burnside, Gatton, Geham, Meringandan, and Mount Walker, defects more or less urgent were reported.

The supply of material and apparatus was generally sufficient in quantity and in good condition. Many teachers, however, complain of the poor quality of the slates supplied to them, and of the flimsy character of the frames, and there is no doubt that there are sufficient grounds for the complaint.

The subjoined table shows the strength of the teaching staff:—

Schools.	Head Teachers.		Assistant Teachers.		Pupil Teachers.	
	Male.	Female.	Male.	Female.	Male.	Female.
State	52	2	2	18	30	22
Provisional	21	20	...	...	...	...

In so large a staff of head-teachers, as may naturally be supposed, there is great diversity in natural ability, professional skill, and the degree of zeal which they bring to the discharge of their duties; and, as regards State school teachers, the divergence is greater in the last than in either of the former. Where some amount of enthusiasm is imported into the daily working of the school success is assured. During the year no teacher was reported for neglect of duty, but many earned well-merited commendation. The head-teachers of Provisional schools will compare very favourably with those of the same class in other districts, both in attainments and teaching skill. The few weeks' preliminary training which these teachers now receive before taking charge of a school gives them a better start than they had formerly. The period of training—six weeks—is very short for such a purpose, but probably it is all they would be willing to serve before receiving an appointment. Every Provisional school teacher, without exception, should, before receiving an appointment as head-teacher of a State school, serve for some time as an assistant under an experienced teacher. Many of the men, however, claim that as soon as they have passed their examination for classification, they should be put in charge of State schools forthwith. The efforts made by teachers to improve their status in the service of the Department by presenting themselves in such numbers for the higher examinations is very gratifying. To those who have to deal with the examination papers it is very evident, however, that a better preparation for these examinations than is possible to many who present themselves, is very necessary. The exceptionally gifted reach a fairly high standard, while the rest either just scramble over a "pass" or fall under it. Some provision for the higher education of teachers is imperatively necessary, whether it be by attendance at university lectures or by a training college. Many reasons that cannot be given here might be urged in favour of the former. Assistant and pupil teachers, judging from the reports supplied *confidentially* by head-teachers, are, on the whole, doing very creditable work, and with few exceptions, take a warm interest in the welfare of the schools in which they are placed.

In State schools for the month preceding inspections the enrolment was 4,735, and the average attendance 3,939·2 or 83·2 per cent. of the enrolment. In Provisional schools the enrolment was 1,241, and the average attendance 953·5 or 76·8 per cent. of the enrolment. The total enrolment in both classes of schools was 5,976, and the average attendance 4,892·7 or 81·9 per cent. of the enrolment.

Owing to rearrangements and adjustments in the inspectoral districts at the beginning of the year, this district did not include the same schools as in the previous year. One year's attendance, therefore, could only very roughly be compared with the other. Taking the figures however as they stand, 81·9 per cent. of the total enrolment in average daily attendance is a very satisfactory record.

For the quarter preceding inspections the enrolment was 6,070, and the number attending 4 days out of 5 or 80 per cent. of the days on which the schools were open was 3,742 or 61·6 per cent. of the enrolment. This result varies little from that of other districts and other years, and there is little probability that it will be materially increased by any agency at present available. While there is no doubt that the aggregate of the attendance has been and will be increased by the enforcement of the compulsory clauses as they are now enforced, there is small prospect of any improvement of the quality of the attendance by this means. All that is required to comply with those clauses is an attendance on about 50 per cent. of the days on which the schools are open—about 10 per cent. less than the result recorded above. Till the Act is amended and the number of enforced attendances is greatly increased there is little likelihood of improvement in the quality of the attendance.

The returns furnished by head-teachers show that 227 or about 3 per cent. of the children who are between the ages of 6 and 15, and who live within 2 miles of a school, are classed as children whose education is neglected; but among these are no doubt many between the ages of twelve and fifteen, and in regard to them the compulsory clauses are inoperative. In this conection also the Act needs amendment so as to compel attendance till the age of fourteen, or till educated up to the standard.

At the date of inspection the enrolment in State schools was 4,902, and in Provisional schools 1,202, and the percentage in each class was:—

Class.	VI.	V.	IV.	III.	II.	I.
State Schools	2·2	9·3	13·5	21·8	21·1	32·1
Provisional Schools	—	4·1	13·8	18·7	26·9	36·5

The basis of classification is uniformity of attainments in the several branches set down for each class in Schedule VI. An objection sometimes urged against this mode of classifying pupils is that the slow or dull ones, with little aptitude for learning certain branches, are a drag on the progress of the quicker and brighter children, and there is some force in the objection, but on the whole, where judgment is exercised in promotions, it is found to work very well.

Adverse criticism in regard to "Discipline" is seldom necessary. In two of the larger schools the reins of government were too loosely held, and as a matter of course a certain amount of restlessness and inattention prevailed, but generally the pupils are polite in their behaviour, attentive under examination, and steady and self-reliant at their work.

The total number of pupils present during inspection was 5,275, or 86·4 per cent. of the enrolment. During the inspection the time and attention of the inspector is fully occupied in the detailed examination of each class in all the branches of instruction which constitute the work of the class. The ordinary business of the school is suspended, and consequently defects in methods of instruction or administration largely escape observation. It is while looking on the daily working of a school that the strength and weakness of both will be most discernible, and a truer estimate of the teacher and his work be formed than is possible merely by detailed examination; but unless by curtailing the time now given to detailed examination, or by contracting the limits of the inspectoral districts, opportunities for observing the schools in their ordinary daily working order will be possible only to a very limited extent.

In the more mechanical branches of instruction the work done is usually of a very satisfactory character, but in the more intellectual ones, which make greater demands on superior skill, excellent methods, and thorough equipment, it is not unfrequently of a disappointing character. With regard to the three R's, as they are commonly called, there is little to report that has not over and over again been recorded in previous years. The most striking feature about them is the small amount of variation in the results obtained by the different schools either State or Provisional. The reading and writing seldom fall below very fair (70 per cent.), and the arithmetic for the whole school very seldom reaches that standard. Dictation, required by the Schedules, and so admirable a test for the teaching and testing of spelling, was not taught in many schools, and the spelling suffered accordingly. In arithmetic progress would be facilitated by a less cumbersome and antiquated method of teaching the tables of money and weights and measures, because less time would be required for thoroughly mastering them. Only the *more common* weights and measures are required by the Schedule and only such need be committed to memory, the more obscure ones, when required, can be obtained from books of reference. In the teaching of grammar the interpretation of the Schedule requirements varied considerably. While some were found laboriously endeavouring to master the niceties of accidence and syntax, others confined themselves to little beyond the parts of speech and the resolution of a sentence into its simpler component parts. Where a teacher is single handed, if he succeed well in this less ambitious attempt, and in getting his higher classes to reproduce correctly a story read or told to them, and to write a letter intelligently and grammatically, he has accomplished all that can reasonably be expected from him.

The most common defect in the teaching of this subject was the regarding of accidence, syntax, parsing, analysis, and composition, as separate and distinct branches of instruction without correlation and interdependence, thus obscuring the purpose for which grammar is taught and increasing the difficulty of mastering what is confessedly the most difficult, but at the same time one of the most interesting and educative subjects of the primary school, when properly taught. Derivation as taught in most of the schools is a very poor affair. A list of prefixes, affixes, and roots, are fairly well committed to memory, but word building is entirely neglected. Geography is usually better handled than History. In previous annual reports, and in the reports of individual schools, suggestions for the intelligent treatment of both have been offered, and therefore need not be here repeated. Generally speaking, with regard to both subjects, the results obtained are indicative of the depth of interest the teacher takes in them. Drill is exceptionally well taught in many of the schools, and in the remainder there is great improvement on what was met with in former years. Very commendable progress is being made in drawing. Many of the copies inspected showed correctness in drawing and a considerable amount of taste in the execution. As much cannot be said in regard to music, for beyond the singing of a too limited number of songs and rounds, and that occasionally in a rather loud and coarse voice, nothing is attempted. The Ipswich schools, however, in which the music is taught by Mr. Kaye, of Brisbane, are in this respect in striking contrast to the remaining schools of this district, and the results are such that one cannot but regret that his services do not extend beyond Ipswich.

The Sixth class was the highest class in 18 schools, and in these the average percentage obtained for algebra was 46 and for Euclid 56. In 31 schools a Fifth was the highest class, and the average percentages obtained for algebra and Euclid were 44 and 49 respectively. It should be observed, however, that only the bookwork was examined in Euclid, and that the work set in algebra was taken from the text-book used in the school.

Many shade trees planted at the initiation of Arbor Day already afford a grateful shade, but the zeal of former days is, in too many instances, dying or dead. The erection of flagstaffs, and the unfurling of the flag has done and will do much to revive the languishing interest in the school grounds, besides fostering in the pupils a healthy spirit of loyalty and patriotism. Few attempts have been made at floriculture or at brightening the interior of the school with pictures or prints. In this respect Provisional school teachers take the lead. The best kept State school grounds are those of Tallegalla and Plainland, and among Provisional schools Mount Sylvia and Hill View leave the rest far behind. The firstnamed in each case is the best, with the other closely approximating.

The State schools most deserving of special mention are Crow's Nest, Rosevale, Laidley North, Mount Crosby, Hatton Vale, and Alfred. Among Provisional schools the best were at Milford, Mount Whitestone, Coleyville, Toowoomba Railway Station, Ravensbourne, Pechey, and Whichello.

I have, &c.,

R. NEWCOMBE ROSS,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

In connection with drill, it may be mentioned that cadet companies (80 strong) have been formed at Brisbane Central and Fortitude Valley, and half companies at Kangaroo Point, South Brisbane, East Brisbane, and Woolloongabba, while applications for the establishment of similar bodies have been received from numerous other schools. By the courtesy of Major Halstead and Captain Catherwood, I learn that since the initiation of cadet corps in connection with State schools, January, 1898, 731 lads who have left school have passed through the cadet ranks, and in order to secure a continuity of military training in similar cases—as membership of the school cadet corps ceases with the termination of attendance at school—provision has been made for the establishment of six companies (50 strong) of senior cadets, two of these to be in Brisbane.

I generally find that the English classic prescribed for Class VI. is studied with a very fair amount of appreciation and success, and algebra may be regarded on the whole as in a fairly forward and promising condition, but the results in Euclid are decidedly unsatisfactory, averaging for all schools, as already stated, only 37·6 per cent. The difficulty of finding sufficient time for teaching mathematics is specially felt in schools where two hours per week have to be devoted to needlework; and in the schools for girls and for girls and infants, the algebra was neither as advanced nor as accurate as in boys' schools, while the results in Euclid averaged only 20·1 per cent., the highest marks being 35 per cent. and the lowest 5 per cent. The failure which these figures indicate is in part attributable to the female teachers' own lack of acquaintance with the subject, and consequent inability to impart instruction in it to the best advantage; but while this defect may be trusted to become less as time progresses—and from the earnest, willing, and conscientious efforts of the teachers in question, I am confident that such will be the case—the serious obstacle to success arising from the crowded state of the Schedule will still continue.

Of 36 scholarships competed for at the recent annual examination, 22 were awarded to schools of this district, Brisbane Central (boys) gaining 13, South Brisbane (girls and infants) 3, South Brisbane (boys) 2, and Brisbane Central (girls), Fortitude Valley (girls), Petrie Terrace (boys), and Kangaroo Point (boys), 1 each. The lastnamed school, though on my list, was not inspected by me.

I have, &c.,

A. S. KENNEDY,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Maryborough, February, 1901.

MARYBOROUGH DISTRICT.

SIR,—I have the honour to submit my Annual Report on the schools in the Maryborough district. With the exception of 4 State schools and 2 Provisional schools which were assigned to other inspectors, this district included all the schools from Gundiah (Gympie Railway) in the south to Avondale (Gladstone Railway) in the north, and from Eidsvold in the west to the coast. At the end of the year there were 34 State schools, 2 unclassified State schools, 49 Provisional schools, and 3 Roman Catholic schools, making a total of 88 schools in this district. Leave of absence in November and December prevented my reaching 10 schools—namely, 1 State, 7 Provisional, and 2 Roman Catholic. The others were fully inspected once during the year, and the larger schools were visited a second time for the purpose of examining pupil-teachers in the usual subjects. In addition to the ordinary inspection of schools, 5 visits were made to places where application had been made for the establishment of Provisional schools, 2 to inspect new buildings, and 2 to inquire into complaints made against teachers.

The Provisional schools at Biggenden and Horton (now Doolbi), were superseded by State schools, and Provisional schools were established at Goodwood and Gregory River. Since the beginning of this year two other Provisional schools have been opened—Dillarnil Scrub, and Torquay. Authority was given for the establishment of schools at the following places also—namely, State schools at North Kolan, Mount Bauple Sugarmill, and at Cordalba—the last to supersede the present Provisional school; and Provisional schools at Barambah Creek (near Gayndah), and Bullyard (near Gin Gin). The following schools owing to increased attendance last year have been raised a class:—Maryborough Central (boys), Bundaberg Central (boys), Doolbi, and Sunbury, but Maryborough West has fallen a class. The foregoing school changes not only indicate the progress of the district, but they indicate also the interest taken by the majority of parents in the education of their children.

Five Provisional schools had at inspection an average attendance of over 30 pupils:—Watawa, 42 (a fall of 14 since 1899); Cumonju, 35·8; Isis South, 34·6; Isis Central Mill, 30·2; and Gundiah, 30·1; but the accommodation being sufficient and the attendance not likely to increase to any great extent, there is no pressing necessity for a change. Cordalba Provisional school which had an average of over 80 pupils is, as I have stated, being changed into a State school.

The schools in this district, which were inspected last year, may be classed as follows:—5 State schools with an average attendance of less than 50 pupils, 14 between 50 and 100, 8 between 100 and 200, 4 between 200 and 300, 1 between 300 and 400, and 1 over 700; also 6 Provisional schools with an average attendance of 30 or over, 14 between 20 and 30, 21 between 12 and 20, and 3 under 12.

Allowing 8 square feet per child in average attendance the accommodation was generally sufficient, but at inspection the following schools did not reach even this very limited allowance:—Maryborough, Albert, 5·5 square feet; Doolbi, 6·3; Tinana, 6·3; Eidsvold, 7·7; and Pialba, 7·9; but allowing 10 square feet per child, which is the minimum allowance in England with its cool climate, and therefore sufficiently limited in this hot climate of ours, the following additional schools have insufficient space:—Maryborough East, 8·9; Maryborough West, 8·9; Childers, 9; Gayndah, 9·2; Aldershot, 9·4; and Apple-tree Creek, 9·5. With the enforcement of the compulsory clauses the foregoing cramped conditions will probably be intensified. Doolbi is having its wants attended to, but steps in that direction at Maryborough West appear to have fallen through. Tinana school badly needs enlargements, but the district being a poor one there will be great difficulty in providing the necessary local contribution of one-fifth towards the cost of them. I regard it as an impossibility to do so, and therefore both pupils and teachers must continue under the present cramped and unhealthy conditions until the Act is interpreted in a different way than it is at present.

The usual repairs and painting have taken place where most urgently needed, and the State schools in this district are in good condition. Several Provisional school buildings have been improved, chiefly by the addition of a second veranda or by fencing. Mount Bauple school has been greatly improved, and is now very comfortable; this and Degilbo schools have verandas on three sides; 13 schools have verandas on two sides, but the remainder have only one. I trust that the time is not far distant when all these schools will be provided with two verandas; the cost is not great, and when compared with the extra comfort provided, it is not worth mentioning. Twelve Provisional schools are now fenced, and children living long distances from them are enabled by riding there to attend regularly. New shelter-sheds have been provided at 4 State schools, but only 3 of them are spouted and supplied with a tank. There are still 7 schools in the district in the possession of unspouted sheds. Bundaberg Central (boys) is now the only school of importance without a shed, but as the boys can find fair shelter under the schoolroom, the want is not felt to any great extent. It may not be considered out of place perhaps to here remind head-teachers that it is a Departmental direction that the school tanks be cleaned out annually, and that the health of the pupils demands that this matter be not neglected.

The very dry weather has had the effect of practically stopping all garden cultivation, and school-ground improvements. Teachers have endeavoured as far as possible to keep the trees alive, but most of them have not been able to save their gardens. Here and there trees were found dying, caused very probably by the drought, and helped perhaps by the main roots having reached an unfavourable subsoil. Occasionally a nicely kept and attractive garden was met with, as at Bundaberg Central, Burnett Heads, Kolan South, Tinana, and at a few other places. At Maryborough West the teacher has a very useful kitchen garden, but the flower garden, once so beautiful, is ruined by the dry weather. The teacher at Sharon has at the expense of much time and labour converted a poor bit of ground into a flower and kitchen garden combined, which action is very creditable to him. The teachers at Isis South and Pioneer's Rest Provisional have also made improvements. At Howard a few trees have been planted, which I hope will fare better than the others planted there; these have struggled hard to exist, but not very successfully. The most successful improvements have been made at Isis Central Mill, and the condition of the school-grounds there is highly creditable to both teachers and pupils. The trees are in a flourishing condition in the well-drained grounds at Mount Perry, and at some of the Maryborough schools; at Barolin, Goburrum, and a few other places, they are in fair condition, but at most schools tree-planting has either not been attempted, or it has resulted in failure.

Punctuality was on the whole quite satisfactory, but the number of late pupils reached over 5 per cent. of the enrolment at 28 schools. Some pupils reach school so late in the morning that their attendance is not worth recording; it is recorded, however, and the mere appearance at school helps to make one of the required 60 days. Careless parents can keep their children working at home half the morning, but by allowing them to put in an appearance, can laugh at the compulsory clauses. The class roll should be called shortly after the school commences, and pupils arriving afterwards should not have their attendance recorded.

School records were generally found neatly and correctly kept, and the time-tables suitably planned. The Work Book usually calls for more or less criticism, chiefly regarding the vague and indefinite entries. At about a dozen Provisional schools I found it necessary to draft a rough time-table, the one in use being quite unsuitable.

The average percentage of results was creditable at most schools. It reached 71·5 per cent. in State schools and 67·6 in Provisional. Sixteen State schools and 5 Provisional obtained 70 per cent. or over in all classes. Equally creditable are the high percentages obtained by the following schools:—Isis North, 79·3; Tinana, 79; Maryborough, Albert, 78·8; Thinoomba, 77·8; Howard, 76·6; Aldershot, 76·4; Isis Central Mill, 75·3; Dunigal, 75; Mount Perry, 74·5; and Maryborough Central (infants), 74. The results in the four highest classes in State schools were fairly even, and were creditable to both teachers and pupils. They were—sixth class, 75 per cent.; fifth class, 72; fourth class, 71; and third class, 72.

Reading was generally satisfactory, but *recitation* was not so good. The best selection of poetry is not always met with. The monotonous singsong style is very common, and the theatrical is found occasionally. *Writing* produces very fair results. Teachers of infant classes do not as a rule teach writing; they satisfy themselves by setting a copy on the blackboard, which the little ones imitate as well as they can. These copies too are varied—one draft has a slanting copy and another upright, and the head-teacher is unaware of the fact until it is pointed out. Some styles of writing, as Jackson's and Vere Foster's, require careful teaching in the first class if the copy-book writing of the other classes is to be successful. There is considerable room for improvement in figure-making; the young children rarely form good figures, because they are not taught to do so. It was occasionally found necessary to draw the head-teacher's attention to the careless writing of classes in charge of their pupil-teachers. I am not prepared to say that *arithmetic* has suffered much by reason of the introduction of algebra and Euclid, but mensuration is less satisfactory. The results in arithmetic, including mensuration are:—Sixth class, 70 per cent.; fifth class, 61 per cent.; fourth class, 63 per cent.; and third class, 65 per cent. Mental arithmetic is generally weak, and is particularly so in the third and fourth classes. Provisional schools give 43 per cent. in fourth class, and 46 per cent. in the third. State schools were a little better; the fourth class giving 46 per cent., and the third class 50 per cent. *Object lessons* are taught intelligently in few schools. Classes are badly grouped together, the selection of lessons is haphazard, one object lesson lasts for weeks, and the higher classes are not taught at all, but read up some information for themselves. Such are the stumbling-blocks to success that are met with in some State schools, and in most Provisional schools. The requirements in the first and second classes are "suitable conversational lessons on interesting subjects." Those teachers who procure objects, and read up information regarding them, will be more or less successful, but not otherwise. Such lessons, as on a snail, a bear, a lion, and other wild beasts and reptiles, which are commonly given, may be made interesting by some teachers, but a better selection could certainly be made. The following are examples of the same lesson being continued for weeks:—The clock, for five weeks at Dalysford; the bear, for two months at Dunmora and at Paradise; gold, for three months and salt for two months at Redbank Gully; and snakebite for three months at Fairymead. *Drawing*, like writing, is allowed to take too much care of itself. Freehand is generally satisfactory. Scale drawing is neglected, and very few classes were found able to construct a simple scale, or to form squares, oblongs, and lines from it. Geometry is poor in quantity and in quality. Few sixth classes have touched models. Teachers complain that they can only afford an hour weekly, and cannot overtake the work in that time. Unless model drawing is omitted and freehand made easier it is difficult to see where any reduction can be made. Both scale drawing and geometry are spread over three years, and the text-books are very simple, and not overcrowded with problems. The required amount of work was not covered either in *algebra* or *Euclid*. Three schools reached simple equations in the sixth class, and two others had in a manner gone over the first book in Euclid. As a general rule few sixth classes had reached beyond the work of the fifth class, and the work of the fifth class was generally about six months in arrears. The amount presented was accepted in both subjects, and the results in algebra were—Sixth class 70 per cent., and in the fifth class, 52 per cent.; and in Euclid—Sixth class 65 per cent and fifth class 70 per cent. Algebra might reasonably be made to end at simple equations, and Euclid with the first book, or less. The lessened quantity would result in greatly improved quality, and could fairly well be mastered. Neither subject should be attempted in schools below the sixth class. *Singing* is now fallen to teaching a few school songs by ear. These are given in most schools with pleasing effect. The patriotic songs introduced last year have been well taught in State schools; and at some Provisional schools. *Grammar, geography*, and *history* produced about the average results. *Needlework* and *drill* are well taught; and *home exercises* are generally well and neatly written.

Grammar school scholarships were obtained by pupils attending the Maryborough Central Schools—Boys 2, and girls 1.

I have, &c.,

GEORGE HARRAP,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

their relative importance, or to the surrounding circumstances. At anyrate, I am convinced that in spite of difficulties, "where there's a will there's a way," and that the earnest teacher will find the way. Concerning the subject of reading, I find that of late years improvement is shown in points of fluency, correct pronunciation, and distinct articulation. Yet need still exists for greater effort towards securing improvement in points of expression and feeling. These latter depend so much upon the teacher that rules or hints for such work would be wasted. If the teacher be wanting in taste and feeling, whatever progress in reading may be found in his school will be made in spite of him, not on account of him. The subject matter of lessons is still a weak feature in the large majority of schools, yet surely no matter in school work is more essential than that a pupil should be trained to understand what he reads. Give him this, and you give him a large measure of education, even though he knew nothing else. (*See* "Sesame and Lilies," page 2). I think that teachers would gain much useful help in this matter from a perusal of Joyce on the question of comprehension of lessons. Before leaving this matter of instruction, I would like to comment briefly on what is known as Kindergarten teaching. Some years ago an experienced mistress in Kindergarten visited the chief centres in Northern and Central Queensland. Female teachers and pupil-teachers attended the courses of lectures, yet in only one school in this district is evidence shown that teachers appreciated the important elements in schoolwork based upon a knowledge of Kindergarten. Ever since the visit of Miss Agnew, Kindergarten teaching has obtained a praiseworthy amount of attention from the head-mistress of the Rockhampton Central (infants) school. From year to year it has been one of my most pleasing duties to hear the teachers of this school give lessons in Kindergarten, and to observe the results of these lessons. Indeed, I think it would be well if Kindergarten lessons were given in all large schools attended by young children, and especially in girls' and infants' schools. The following is from a report of a recent Royal Commission on the question of "Hand and Eye Training" in British Infant Schools:—"It (Kindergarten), makes the children more alert; it makes them more intelligent; there is no getting off with guess-work; it cultivates the power of rapid observation; it makes the children from the very first attach great importance to exactness; it goes to develop the inventive faculty; it is a relief to children by varying the nature of their school-work; refreshed and brightened by it they have greater zest for their book work; it has been found an effectual check to nervousness; the exercises in it are the most popular with pupils; it helps in keeping up the attendance in the school; it improves the teachers too, giving them increased tact and skill."

Regarding the special subjects of instruction, I have to report that the work in algebra and Euclid was most disappointing. One expected that after some two years and a-half experience of the Schedule the time had come when some near approach would have been made to the prescribed standards of work in these branches. On the contrary, in most of the schools the teachers were working from three to five chapters behind the standards, and then showing but moderate or indifferent work. In but two schools—North Rockhampton (boys) and Allenstown—was the work in mathematics very satisfactory. In the Allenstown school, also, I found the best work in English literature.

Attendance.—This has improved both in quantity and in quality, which now reach 81 per cent. and 62 per cent. respectively. Since the compulsory clauses of the Education Act have been put into force, many hitherto neglectful parents have been more on the alert in the matter of their children's attendance. Formerly it was no uncommon thing to see numerous children of school age idling about the streets of Rockhampton during school hours. Of late this evil has lessened, and it is hoped that it may soon be entirely remedied. I think that the age for compulsory attendance should be raised to fourteen years, and the distance from school centres extended to 3 miles. The total number of pupils enrolled was 8,979, and the number examined, 7,373, including 868 examined in Roman Catholic schools.

I deem it my duty to speak in terms of commendation of the work done in the large majority of the Provisional schools in this district. These schools are mostly under the charge of unclassified teachers, who, while probably behind in attainments, are yet in many cases so possessed of energy, intelligence, and good sense as to enable them to bring their work well into line with some of the best State schools. Not a few of them exhibit tact, taste, and refinement calculated to exercise a healthy moral influence on the people of the surrounding neighbourhoods. I am heartily at one with the idea suggested by Mr. Kennedy in his last Annual Report that provisional teachers should have the choice of taking in instalments the subjects of examination prescribed for entrance to Class III. The best work in Provisional Schools was found at Marblestone, Boundary, North Baffle Creek, Mount Larcombe, and Upper Ulam.

I feel slow to advocate any sweeping changes in Schedule work. After all, these Schedules are intended as a guide and a safeguard for the proper working of our State school system. Much latitude is allowed to teachers within the prescribed lines. It has been laid down over and over again by the heads of our Department that in matters of school work teachers are to study the best interests of the pupils. In so far as they do so, guided by propriety, discretion, and sense of duty, in so much will they be serving the best interests of the State, and the true interests of education. It is upon the character of the teacher rather than upon laws and regulations that the well-being of our education system depends. It has been my experience under the Department that the honest and earnest worker has seldom if ever reason to complain of undue interference from the Department or from the inspector. We have one and all of us reason for a sense of pride and satisfaction if we feel that we are giving the best that is in us to the noble cause of the people's education.

J. A. CANNY,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR RADCLIFFE.

Graceville, February, 1901.

SIR,—I have the honour to submit my Annual Report on the schools in the Kennedy Inspectoral District for the year 1900.

The district, about rectangular in shape, is bounded by lines joining Mackay, Nebo, Charters Towers, and Townsville; and it includes all the schools within these limits, except Queenton and the central schools at Charters Towers.

The number of schools in operation during any part of the year was 71—viz., 27 State, 35 Provisional, and 9 Roman Catholic schools. In addition to these, the Provisional schools at Grass-tree and Eungella were on my list, but were not open at any time during the year.

The school at Chelona, formerly a Provisional school, was opened at the beginning of the year as a State school; and new Provisional schools were opened at Mia Mia, Mount Marlow, and Plane Creek Upper. The school at Bona Vista was closed owing to insufficient attendance, which had dwindled down to four pupils.

Inquiries were held with reference to the establishment of State schools at the Lower Proserpine, and at Donnybrook, near Ravenswood; and as to the desirableness of changing the sites of the schools at Normanby Gold Field and Macrossan Bridge, where the centre of gravity, as regards population has shifted since the establishment of these schools.

The educational requirements of the Kennedy district are, on the whole, well supplied, and the establishment of new schools keeps pace with the growth of population.

The work of inspection was commenced on the 16th of March, and was continued without intermission until the end of the school year, with the exception of the time occupied in drafting a set of examination papers during the midwinter vacation. Presiding at the annual examination of teachers at Charters Towers, and valuing examination papers occupied the remaining portion of the year.

All the schools were inspected once in detail, 5 were so examined a second time, and second visits were paid to 22 schools.

MATERIAL ORGANIZATION.

The accommodation was insufficient in the State schools at Townsville West, Ross Island, Townsville North, Millchester, Sellheim, and Richmond Hill; and in the Provisional schools at Proserpine Lower, Stewart's Creek and Merinda. With regard to most of these, steps were taken during the year to secure increased accommodation.

The placing of Provisional schools on the same footing as State schools in regard to subsidy, has had the effect of greatly improving the class of Provisional school buildings recently established; many of them are as well built and as completely furnished as State schools. There are, however, a few districts in which the apathy and indifference of the parents in regard to the comfort of teachers and children are indicated by ill-furnished and unceiled buildings. Broken chairs, useless clocks, shaky desks, leaking tanks, doors without locks, and the like hindrances and annoyances militate in no small degree against the smooth and successful working of a school, and call for action on the part of the school committee.

Except in a few schools, connected with town reservoirs, very little tree-planting was done during the year owing to the prolonged drought which affected the Northern portion of the State.

The best Arbor Day results were obtained at Townsville West State school, and at the Hamilton Provisional school. Including those planted during the year, the grounds at Townsville West are now stocked with some 60 ornamental trees and shrubs of many varieties, which add greatly to the appearance and comfort of the playground. Millchester is another school which stands out prominently in respect to tree-planting. In addition to a good stock of trees, including white cedar, camphor laurel, weeping fig, poinciana, bunya pine, &c., a portion of the playground, enclosed by wire-netting, contains flower beds, which are willingly tended by the children.

Other schools noted for the care and attention bestowed on the grounds are Coningsby, Hampden, North Eton, and Plane Creek Upper. A bunch of flowers, culled from the little plot in front of the school, imparts a cheerful and home-like appearance to a few of the Provisional schools in this district; and if the weather had been more propitious, this pleasing feature would doubtless have been more common.

Great interest has been taken by teachers, parents, and children in the erection of flagstaffs, and the hoisting of the Union Jack in the playgrounds of many of the schools in this district. The wave of patriotism which has surged over the British Empire during the last eighteen months has had its inspiring effect on our children—an effect which will be perpetuated by the sight of the British flag flying over our schools.

STAFFS.—The number of teachers employed in State schools was 140, being 1 to every 40·4 pupils in average daily attendance during the month preceding inspection; and in Provisional schools 36, or 1 to every 22·1 pupils. The average number of pupils per teacher for all schools was 36·7. In 1899, the average number of pupils per teacher was 37·4 in State, and 21·8 in Provisional schools. The increase for the year 1900 is due mainly to the enforcement of the compulsory clauses, and to the comparative immunity from the various epidemics which affected the attendance in 1899.

Of the head teachers and assistants employed in State schools, 1 is in Class I., 18 are in Class II., and 68 in Class III.

A considerable number of Provisional school teachers have qualified themselves for admission into State schools as assistants, and are now employed in that capacity in some of the larger schools in this district. They have passed the examination for Class III, in the face of many difficulties which the more fortunate pupil-teacher does not experience, and the energy and determination shown by them are most praiseworthy. As a rule, they bring with them greater tact and a more varied experience of school management than are attained by the pupil-teacher during his course, but coming to State schools from small country schools, in which efficient discipline is comparatively easy to obtain, they experience, for some time at least, considerable difficulty in maintaining the order necessary to secure good working conditions.

ATTENDANCE.—The number of pupils enrolled at the time of inspection was 7,519, and the number examined was 6,733, equal to 89·5 per cent. of the enrolment; or in other words, about 9 children out of 10 on the roll were present during inspection.

Including 929 children examined in the Roman Catholic schools at Mackay, Bowen, Townsville, Charters Towers, and Ravenswood, the total number examined was 7,662.

The average daily attendance for the month preceding inspection was 85·4 per cent. of the number enrolled, and during the quarter preceding inspection, the number of children who attended not less than four-fifths of their

The time-tables in State schools are, generally speaking, well planned, and the work is carried out in accordance with them; but it was noticed in many Provisional schools that the time-tables were unsuitable, out of date, or merely ornamental. Having drawn up a time-table embracing all the subjects to be taught, and apportioning to each class and each subject a reasonable amount of time, the teacher should adhere strictly to it in the working of the school. When alterations become necessary, they should be plainly marked on the time-table.

Records.--These are, with scarcely any exception, well kept in State schools, but few Provisional school teachers keep their books strictly in accordance with the general instructions bearing on the keeping of the records.

Special Observations.—Two boys, one from Ravenswood Junction, and another from Mackay (boys), were successful in gaining bursaries, and a girl from Walkerston gained a scholarship

It was fortunately possible to pay a few second visits of inspection during the year. The general scope and value of such visits may perhaps be illustrated by quoting the following report forwarded after a second inspection of a Provisional school:—"The records, which were badly kept when the school was inspected a few months ago, are now very well kept; they are full, accurate, and very neat.

"The work book is kept in accordance with the directions given and the specimen page drawn up during the last inspection of the school for the teacher's guidance.

"The discipline generally shows a marked improvement; the children have been trained to obey orders promptly, the practice of lounging on the desks has been stopped, and the government generally, though it might still with advantage be rather firmer, has improved very considerably.

"The average age, though still high, has been reduced by the promotion of the second and third classes in accordance with the directions given at last inspection.

"The school is worked in an intelligent and industrious manner; the results in the subjects tested were satisfactory; the school atmosphere is cheerful, the tone open and frank, and the management creditable generally."

I have, &c.,

O. RADCLIFFE,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR BROWN.

South Brisbane, February, 1901.

SIR,—I have the honour to submit my General Report for the year 1900.

DISTRICT, APPORTIONMENT OF TIME, &c.

The district assigned to me was the new Western Inspectoral District, which includes all Western Queensland, from the Gulf of Carpentaria to the New South Wales border, and between the western boundary of the State and a line drawn to the east of Croydon, Winton, Aramac, Jericho, Tambo, and Charleville. In this large territory there were in operation during the year 48 schools subject to Departmental inspection—20 of which were State, 26 Provisional, and 2 Roman Catholic schools. Of the Provisional schools 6 (Brixton, West Longreach, Stonehenge, Jundah, Toompine, and Wallal), were opened during the year. No school in the district was closed during the same period. Each of these schools was fully inspected once, with the exception of Birdsville, the journey to which place I was instructed not to undertake. The State school at Thargomindah and the Provisional school at Wyandra were fully inspected a second time in consequence of change of head-teacher; the State schools at Charleville and Cunnumulla had second inspections. The last three weeks of the school year were occupied in visiting 13 schools (3 State and 10 Provisional) in the Downs South district.

I had the first three weeks of the year as holidays—the following week was spent in the office of the Department; two days in March, and two and a half in December were lost through sickness; four days at midwinter were devoted to the drafting of examination papers; and during the week of the annual examination I presided at the Bundaberg centre. The 64 inspections enumerated above, with the necessary reporting, correspondence and travelling, filled up the rest of the year. The appalling condition of the drought-stricken districts made travelling sometimes extremely difficult and fatiguing. The various journeys make up a total of 9,418 miles:—1,670 by sea, 2,464 by rail, and the remaining 4,284 miles by coach, buggy, or buckboard.

MATERIAL ORGANIZATION.

The State schools are, as a rule, suitable buildings, in which favourable conditions as to space, ventilation, lighting, and temperature are secured. At Cunnamulla a large new room was added during the year. This addition stands 8 feet from the ground on wooden piles, and as the old building has been raised to the same height a large area of pleasant shade is available. At Tambo the original school-room is antiquated in type, badly lighted, and otherwise so defective as to suggest the expediency of erecting a new building. At Charleville and at Pratten the accommodation is barely sufficient. At Isisford there is urgent need for an enlargement—the present school-room gives only 5·9 square feet of floor space per child. There are now comfortable working conditions at Aramac as the result of the recent enlargement of the school. A number of recommendations were made with reference to improvements in school buildings, the provision of new furniture and apparatus, and towards promoting the comfort and convenience of teachers' residences. At 9 of the schools the head-teacher was authorised to have certain minor repairs effected.

The Provisional school buildings vary considerably in type. More than half of them are built on the usual Departmental plan and specifications. At Toompine, Tabletop, and Widgeegoara the schools are carried on in makeshift premises of a more or less primitive order of construction. The schools at Windorah and Cooper's Creek (Half-time) are entirely of galvanised iron, and are unceiled. Unceiled schoolrooms were also found at Toompine and Arrilalah; and at McKinley and Tabletop both walls and roof were of galvanised iron. The original structure at Adavale has no ceiling, and the extension has its iron roof at a height of from 7 to 8 feet above the floor. In some of these buildings the work of education (especially during the Western summer, when shade temperatures range from 80 degrees to 118 degrees) is carried on under conditions very trying to both teachers and pupils; but it is difficult to devise means of ameliorating these conditions, the expense of which might not appear prohibitive. A calico ceiling, however, is not very expensive, nor is a coat of refrigerating paint on the roof a serious item. This paint has been applied to the roof at Urandangie and to the low roof of the extension at Adavale; the general testimony in the West is that it effects a lowering of temperature of from 8 degrees to 15 degrees. Punkahs and wire-gauze doors are not uncommon in hotels and private houses out West, but I did not see either device in use in a school, though the irritation and interruption of school work due to the plague of flies is inconceivable by those who have had no actual experience of it. There is a patent necessity for the serious consideration of possible means of alleviating the strain and pressure of our inland summer climate on the school population.

In the Downs South district a new school has been erected at Koorongarra South, and preliminary steps have been taken to secure a similar provision at Yandilla.

INTERNAL ORGANIZATION.

STAFF.—The number of teachers employed in the Department's schools in the Western district is 101 (State schools, 75; Provisional schools, 26), graded as shown in the table below:—

Schools.	Head Teachers.		Assistant Teachers.		Pupil-teachers.	
	Male.	Female.	Male.	Female.	Male.	Female.
State	20	0	11	20	5	19
Provisional	15	9	0	2	0	0

Two of the Provisional school teachers are classified. The average number of pupils to each teacher is—In State schools, 36·6; in Provisional schools, 20·2.

Almost without exception the head-teachers of the State schools are diligent, conscientious, unselfishly devoted to the educational interests of their pupils, and possessed of sufficient practical skill and professional enthusiasm to, in fair measure, secure these interests. All seem to stand well in the esteem and respect of their fellow-townsmen. Head-teachers' reports as to the efficiency of the different members of their staffs are generally favourable. No case of strained or otherwise unsatisfactory relations between the head-teacher and his subordinates came under my notice. The pupil-teacher is necessarily a local product. It does not appear that the class of young people who offer for these positions is appreciably deteriorating. Possibly there will not be any very decided improvement in this direction until the work of education offers a wider and more attractive career—until, by co-ordination of the various grades of schools, primary, secondary, &c., the professional ladder rises before the teacher-cadet as regular and complete as Huxley wished the educational ladder to be for the pupil.

Of the Provisional school teachers in this district the majority are, advisedly, men. In point of scholastic attainments and aptitude for teaching they vary considerably. All are trying to do their duty—but it was evident in one or two instances that there was an inadequate realisation of the difficult and onerous nature of that duty. There was no case of serious neglect, or of reprehensible moral laxity. The lives of these pioneer teachers are everywhere in the West brightened by the sympathy and appreciation of the parents and committees. The people in these sparsely-settled districts know what it means to have no schooling for their children—they are not disposed to be hypercritical regarding the teacher's qualifications.

ATTENDANCE.—For all schools inspected the total number enrolled was 4,216, of whom 3,644, or 86·4 per cent. were present during some part of the inspection. The average attendance for the last month previous to the inspection was 81·9 per cent. of the enrolment. The number of children who attended four-fifths of the possible time during the last quarter was 64·6 per cent. of the enrolment.

The compulsory clauses of the Act came into operation after the midwinter holidays. Perhaps the half-year is too short a period to warrant the expectation of any marked general improvement in attendance in these far inland parts of the State. Not all the State schools have yet been visited by the district attendance officer. Still there are evidences that the mere intimation that these clauses are now operative has had appreciable results, more in the direction of getting "neglected children" on the rolls of the schools than in improving the quality of the attendance. *E.g.*—The head-teacher at Cunnamulla is able to report, under date 22nd December, 1900.—0 boys and 0 girls not attending any school, as against 1 boy and 6 girls for the previous year; Blackall has five neglected children for 1900, as against 10 for 1899; and at Thargomindah the quality of the attendance, when the second half-year of 1900 is compared with the first, shows an improvement of about 15 per cent.

From the General Returns there would appear to be at least 97 children in the district between six and fifteen years of age who are not attending any school, 91 from State school and 6 from Provisional school neighbourhoods. Of these, Charleville State School reports 40, and Croydon State School 17. Charleville is apparently a promising field for the operations of the attendance officer.

CLASSIFICATION.—In these Western towns and townships the homes of the great bulk of the pupils are near the school, so that most of the children are enrolled at the age of five or shortly thereafter. Consequently the average age in the first class is, as a rule, consistent with the standard. The disparity between standard and actual average age increases, with but few exceptions, from second class upwards, but the sixth classes are generally normal in this respect. Premature promotions seem to be met with more frequently than instances of pupils being unduly kept back. Of the two educational evils—putting a child into a class before he is quite fit to work with it, or keeping him back for a quarter—the former is, in my opinion, the greater. The difficulties in the way of keeping down the number of drafts are, perhaps, best overcome, by cultivating the power of finding and using the few minutes now and then for that individual teaching, which is the secret of the success of some of our best Provisional school teachers.

RECORDS.—These were, in the majority of schools, neatly and accurately kept. In some of the Provisional schools the marginal columns of the class roll were not correctly dealt with. In the admission register the records of each pupil's promotions were sometimes found in arrear. Young head-teachers would do well to prepare a little note of the various agenda at the closing of the books for the quarter, and the opening of the new quarter's record, and to have it always before them at those periods.

The Work Books were all found entered up to date, but in a few cases poor judgment in apportioning the work for the month, and vagueness of statement were noted. "Remarks" in these books need not be confined to the censorious. The low percentage mark sufficiently indicates the degree of weakness or default. It is the head-teacher's business to discover, if possible, the cause of the trouble and the remedy, and to note these briefly in the Work Book.

GOVERNMENT.—Domineering and severely repressive methods of discipline are not much in evidence; the authority to inflict corporal punishment is in most of the schools used with discretion. Most of the teachers are vigilant in checking incipient disorder, and in varying degrees judicious and discriminating in dealing with breaches of discipline. Among the children there is little unwholesome dread of the teacher or of the school. The general attitude of the pupils is one of respectful confidence. Here and there, especially in recently opened schools, shy, awkward children, somewhat uncouth in manner, were met with, but generally the outward forms of politeness were observed, and in some of the schools it was clear that the spirit of unselfish considerateness, the root of all real courtesy, was carefully cultivated. Class movements were more regular and precise when performed to the accompaniment of a song. Some teachers do not yet give the ethical training of the child a sufficiently high place among the good results for which they are earnestly striving, but on the whole, in respect of "Morals and Manners," I think the school population of the district will more than stand favourable comparison with the children of the older countries. The fact that this duty is pointedly made incumbent on all teachers (Regulation 95) does not appear to be very widely known, nor do the public generally seem to realise how much strenuous and valuable work in this direction is done in our Departmental schools. The State schools at Longreach, Croydon, Cloncurry, Aramac, Barcaldine, Augathella, and Pratten, and the Provisional schools at Hungerford, Wyandra, Windorah, and Cooper's Creek (Half-time), were distinguished by judicious and effective government.

RESULTS OF EXAMINATION.—For all State schools inspected, the general average of results was 65·8 per cent., the average mark for "Intellectual Subjects" being 58·3 per cent.; for all Provisional schools inspected the corresponding figures were 60·3 per cent. and 51 per cent. The highest general averages were secured at Muttaburra, Blackall, Pratten, Barcaldine, Cloncurry, Isisford, Croydon, Winton, Jericho, Longreach, and Aramac—in that order; the best work in the intellectual subjects was done at Winton, Muttaburra, Isisford, Pratten, Blackall, Cloncurry, and Barcaldine. Among the Provisional schools, Yandilla, True Blue, Windorah and Cooper's Creek, Hungerford, Tabletop, and Brixton show the best general results, while for the more intellectual part of the work Windorah and Cooper's Creek, Yandilla, Pine Creek, Hungerford, Brixton, and True Blue lead the way. Schools distinguished by special success in certain subjects are shown below, the State schools being separated from the Provisional schools by the dash :—

Reading and Recitation.—Winton, Blackall, Cloncurry—Yandilla.

Spelling.—Cloncurry—Brixton, Domville, Muttaburra, Camooweal.

Writing.—Charleville, Winton, Muttaburra—Hungerford.

Arithmetic.—Barcaldine, Muttaburra, Longreach, Ilfracombe, Pratten, Tummaville—Yandilla, Windorah, Toompine, Pine Creek, Wyandra.

Object Lessons and Natural Science.—Barcaldine, Longreach, Pratten—Canning Creek.

Geography.—Croydon, Winton, Barcaldine, Muttaburra, Ilfracombe—Wyandra.

Grammar.—Winton, Muttaburra, Aramac—Yandilla, Koorongarra South.

Vocal Music.—Croydon, Cloncurry, Barcaldine, Aramac, Blackall—Urandangie.

Needlework.—Barcaldine, Charleville, Croydon, Longreach, Pratten, Muttaburra, Jericho—Hungerford, Wallal, West Haldon.

Drill.—Barcaldine, Pratten, Jericho, Cloncurry, Blackall, Longreach—True Blue.

Drawing.—Normanton, Cloncurry.

Euclid and algebra.—Isisford, Muttaburra, Blackall, Tambo, Croydon.

Teachers apparently are not making the mistake of devoting time and energy to these additional subjects to the detriment of the purely primary branches Such suggestions as I have to offer as to means of securing the full educational value of our fifth and sixth class syllabuses are embodied in a separate communication forwarded in accordance with the invitation of your letter of 15th October, 1900.

Practical Training of Pupil-teachers.—Only in one or two of the schools of the district do the pupil-teachers have the valuable training which is afforded by regular "Criticism and Model Lessons." Every head-teacher who has pupil-teachers on his staff is required to devote seven and a-half hours per week to their instruction. I think it would be highly beneficial if at least two half-hours of this "Pupil-teacher Instruction" time in each week were spent in the practical training of these apprentices, in showing them how to teach. Sometimes, of course, it would be necessary to have a class of children present before or after school hours, but experience shows that this can be easily arranged. If the subjects for these criticism lessons were taken from the Work Books for the current month, the assistance to the young teacher and the gain to the pupils resulting from the more thorough and intelligent handling of the classes taught by pupil-teachers, would be very substantial. Pupil-teachers who had had these opportunities of improving their practical skill in teaching would probably take more interest in, and derive more benefit from, the study of the theory of school management which they are required to pursue during the third and fourth years of apprenticeship.

BUSH EDUCATION.

The Provisional school at Yelvertoft, so far as known to me the only instance in the State of a Departmental school, the pupils of which board with the teachers, was inspected (for the first time since establishment) on the 29th and 30th May. Taking as the neighbourhood of the school the area enclosed by a circle of 80 or 100 miles radius, it appears that more than half the number of children in the district, who would otherwise have been receiving no education, are enrolled at Yelvertoft. The parents of three-fourths of these children belong to the ordinary working-class population of the Western country. During the year in every part of the district I have made general inquiries with regard to the children who were not attending any school, and have had many conversations with parents of such children and others who were interested in the welfare of the Western country. There appears to be everywhere a sincere desire to have educational facilities for these children, and a willingness on the part of the parents to make considerable sacrifices to that end. The general consensus was to the effect that (although much good might accrue from other means and methods in the more settled portions of the State) the only practicable and effective solution of the problem for those sparsely populated Western districts lay in the application of clause 19 of "*The Education Act of* 1875," which authorises the establishment of boarding-houses in connection with Departmental schools. With reference to what has been aptly described as "the poor man's difficulty," it was reassuring to hear the opinion repeatedly expressed, that if the boarding fee did not exceed the £20 per annum charged at Yelvertoft, the great majority of the parents interested could meet the expenses.

I have, &c.,

THOS. R. BROWN.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR MUTCH.

Kangaroo Point, February, 1901.

SIR,—I have the honour to submit my first Annual Report as a District Inspector of Schools. I was promoted from the position of head-teacher of Barcaldine State School to my office on the 14th March, 1900.

DISTRICT.

The Northern District was allotted to me. Within this area are the Central and Queenton schools of Charters Towers, the towns on the Northern Railway between Charters Towers and Stamford, and those in the Cook district, and on the Herbert River.

The total number of Departmental schools (including the Murray Island aboriginal school), open during the early part of the year, was 73—namely, State 27, and Provisional 46. At the close of the year there were 27 State and 45 Provisional schools in operation. The Provisional schools at Castleton, Daintree No. 2, and Durham, were closed on account of insufficient attendance; and new schools were opened at Lappa Lappa (Herberton District), and at Tonk's Camp, near Georgetown. Preliminary steps have been taken for the establishment of schools at Chillagoe, Ebagoolah, and Einasleigh. When schools shall have been opened at those places, the educational wants of this district will be well supplied. The population in this wide district, except in a few centres, is sparse and scattered, yet the means of education has been brought within fairly reasonable reach of most of the children. This is due to the fact that, in the more remote portions of the district, the population is collected in small communities, such as mining townships and timber-getters' camps. During my travels I was able to discover only two families for whom the State has not provided the means of education. The difficulty of providing education for bush children which is experienced in the South-Western districts, has not yet appeared to any appreciable extent in my district.

SCHOOL FOR ABORIGINAL CHILDREN.—The school at Murray Island was examined for the first time. The pupils are, with one exception, aboriginals. On the day of inspection 95 scholars were present, and the average daily attendance for the month preceding inspection was 84·4 per cent. of the number enrolled. The staff consists of the head-teacher (Mr. Bruce) and two monitors—aboriginals. The scholars are clean, appropriately clad, obedient, and fairly attentive. Writing and other mechanical subjects give reasonably satisfactory results, but the proficiency in the intellectual branches taught is indifferent. The teachers and pupils devote each Wednesday afternoon to the cultivation of the school reserve, and many fine tropical fruit trees have been planted. As a reward for their labours the pupils get supplies of fruit.

APPORTIONMENT OF TIME.—I left Brisbane for my district on the 20th of April; since that date my time has been employed as follows:—Inspecting once in detail all the State and Provisional schools allotted to me, together with the 2 Roman Catholic schools at Cairns and Cooktown, inspecting for the second time 3 State schools and 9 Provisional schools, making two incidental visits, reporting results of inspection, drafting a set of examination papers, presiding at the annual examination for teachers at Townsville, and valuing examination papers. Owing to the size of this district and the isolated position of many of the schools, much of my time was necessarily spent in travelling. I travelled in all nearly 7,000 miles.

The total number of pupils examined by me during the year was 6,605, namely:—

First inspection of Primary schools	5,798
Second „ „	566
Inspection of Roman Catholic schools	241
Total	6,605

MATERIAL ORGANIZATION.

The accommodation was insufficient at the State schools at Queenton, Charters Towers (boys), Georgetown, Geraldton, Ingham, and Mareeba, and at the Provisional schools at Blackfellow's Creek, Mulgrave, Pentland, and Richmond. The school building at Mareeba has been enlarged since my first visit, but, owing to the increasing attendance, the accommodation is again insufficient. State schools have been approved to supersede the existing Provisional schools at Mulgrave and Richmond, and tenders have been invited for the erection of the necessary State school buildings. I hope that the lowest tenders will be well within the estimated cost, and that the local subscriptions in hand will be sufficient to enable tenders to be accepted, as State schools are urgently needed at these two places. A State school has also been approved to take the place of the Provisional school at Blackfellow's Creek (near Cairns), but the necessary local contributions have not yet been raised. It is much to be regretted that the local quota is not forthcoming, as the present building is old and ant-eaten. Moreover, the building is greatly overcrowded, and school work is carried on under most disadvantageous circumstances. In the interests both of the education and of the health of the children, the present arrangements should not be continued any longer than is absolutely necessary.

The property is generally well cared for, and the school premises are, as a rule, kept clean. For neatness and taste in schoolrooms, and for general tidiness of the surroundings, the State schools at Mareeba and Cooktown, and the Provisional school at Prairie may be specially mentioned. It seems to me there is a growing tendency on the part of the public to show much less consideration for the property of the State than for their own goods and chattels. In order to assist in counteracting this evil as far as possible teachers should use every favourable opportunity to impress upon the minds of the children the fact that State property belongs to the people of whom they form a part, and that it behoves them to protect such property as zealously as their own. Teachers can very practically demonstrate this precept by taking good care of the school premises, and insisting that the pupils shall do likewise. Impressions formed in youth long remain, and it is reasonable to expect that if the boys and girls of to-day are properly trained in the direction indicated our future men and women will realise that one of their duties to the State is the preservation of its property, and that they will act accordingly.

ARBOR DAY.—The rain which fell in the latter part of the year enabled teachers whose schools are within the rainy belt of this district to plant trees, cultivate flowers, and generally to observe the spirit of Arbor Day; but it has not been possible for those teachers whose schools are in the drought-stricken area to beautify the school reserves. Some of the trees which were planted in previous years have perished for want of rain. Teachers have found it necessary to practice the strictest economy in regard to the water stored in the school tanks, and to use it sparingly even for drinking and domestic purposes; indeed in some places the drought is so severe that the tanks are empty, and the Department is compelled to buy water for the pupils to drink.

Some of the reserves in the inland portion of the Northern district are not well adapted for the planting of trees and the making of gardens. In choosing a site the main factors to be considered are that the reserve shall be high, dry, and centrally situated. Many of our school sites occupy elevated and salubrious positions, and from a view leave nothing to be desired; but sometimes the ground is so rocky as to render arboriculture This feature is especially noticeable in the mining localities.

INTERNAL ORGANIZATION.

STAFF.—The number of teachers employed in the State schools of this district was 126, and in Provisional schools 48; the proportion of teachers to pupils in average daily attendance during the month preceding inspection was in State schools 1 to 34, and in Provisional schools 1 to 20.

The following statement shows the classification of the head-teachers and assistants employed in the State schools :—

Class I.	1
Class II.	12
Class III....	57
Unclassified	2
Total	72

During the year there were five changes in the head-teacherships of State schools, and 13 in Provisional schools.

The whole period of my service under the Department having been passed in the Southern portion of the State, I had, I fear, become imbued with the somewhat popular notion that our best schools are in the South. My tour of inspection in the Northern district proved to me the fallacy of this idea. I was highly gratified generally with the results which I obtained, and I think that the State schools of this district compare favourably with those with which I am acquainted in Southern Queensland.

Very creditable work is being also done by most of the teachers in Provisional schools.

ATTENDANCE.—The number of pupils enrolled at the time of inspection was 6,652, and the number examined 5,798, equal to 87·1 per cent. of the enrolment. The average daily attendance for the month preceding inspection was 81·3 per cent. of the number enrolled; and during the quarter preceding inspection the number of scholars who attended not less than four-fifths of their time was 65·6 per cent. of the number enrolled. In 1899 quantity and quality of attendance, expressed in percentage form, amounted to 75·4 and 60 respectively. The improvement in the attendance is mainly attributable to the general absence of juvenile epidemics which were prevalent during the greater part of 1899. The State schools in which the average attendance was most regular were Kuranda, with 93 per cent.; Watsonville, 91·6; Georgetown, 91·3; Cooktown, 90·2; Thursday Island, 90·1; and Moesman River, 89. Among Provisional schools, the attendance was most regular at Flying Fish Point with 98·3 per cent.; Mareeba Gold Field, 96·5; Aloomba, 96·1; Pentland, 95; Northcote, 92·3; Stamford, 91; Evelyn Scrub, 90·5; and Goondi, 90.

Sixty-nine head-teachers furnished returns of children whose education is neglected. Those returns show that there are 72 children who are not educated up to the standard, or who are not attending any school. These figures cannot be taken to include the whole of the children whose education is being neglected. In such a large centre as Charters Towers it is not possible for the head-teachers to supply the information even approximately. The difficulty could only be overcome by the taking of a school census.

As I have only been a year in the district, I have been unable to gauge with accuracy the precise effect which the enforcement of the compulsory clauses of the Education Act has had upon the attendance, but from inquiries which I have made and from personal observation, I am led to believe that the action of the Department in this respect has operated for good. The posting of the compulsory proclamation in prominent places, the visits of the attendance officers, and the issuing of warning notices in certain cases, have brought home to parents, for a time at least, the duties which the law requires of them in regard to the education of their children and the penalties which may ensue if those duties are not fulfilled.

I am of opinion that the compulsory clauses will not be thoroughly effective until the number of days to be attended has been raised from 60 in each half-year to at least 80, the distance has been extended from 2 to 3 miles, and the school age has been raised. I would suggest that the age be increased from twelve to fourteen, in order that the statutory school period might end where the factory age begins.

In each of the following Provisional schools the average attendance exceeded 30:—Atherton, Blackfellow's Creek, Coen, Freshwater, Homestead, Mulgrave, Pentland, and Richmond.

CLASSIFICATION.—The classification is, on the whole, satisfactory; in a few Provisional schools it is too minute. The following comparative statement shows there was a slight but encouraging upward movement in the classification of pupils during the year 1900:—

Class.	I.	II.	III.	IV.	V.	VI.
Percentage in 1899... ...	37·5	26·1	16·0	12·9	5·9	1·5
" " 1900...	35·8	23·9	18·9	11·7	7·8	1·8

GOVERNMENT.—The order was lax in some of the classes in 3 State schools, and unduly stringent in 2 Provisional schools, but on the whole the discipline is well maintained. The tone is usually good; the school habits are, as a rule, satisfactory; the class movements are creditably performed, and in some cases almost perfectly performed, and fair to excellent order is kept. The following schools merit commendation for their fine tone and good order:—Cairns, Kingsborough, Georgetown, Atherton, Girofla, and Goondi.

INSTRUCTION.—The average proficiency over the whole curriculum was 64·8 per cent. in State schools, and 63·7 per cent. in Provisional schools.

Reading is generally fluent but it often lacks expression. In recitation the words are usually known, but as the meanings of the words and phrases are often imperfectly understood the lines are frequently rendered without expression and feeling.

The prescribed English classic is "The Merchant of Venice." The plot interests the pupils. The derivation and meanings of the more difficult words, and the historical and other allusions are well known; the choice and characteristic passages selected for recitation are rendered with fair intelligence and expression; and on the whole it may be said the pupils are being taught to understand and rightly admire the play.

The definitions in grammar are frequently learned by mere repetition; they are best retained and reproduced when taught inductively. Parsing and analysis are satisfactorily taught, but more time and greater attention should be given to composition.

Object lessons are taught fairly well in most of the State schools and in a few of the Provisional schools. They are exceptionally well taught in the Hughenden State school, and in the higher classes of the State schools at Irvinebank and Montalbion.

Records.—These were on the whole well kept, and in some cases models of neatness and care.

Special Observations.—At the recent examination held in December last, 2 boys in the Northern district were successful in gaining Grammar School scholarships—one from Charters Towers Central State school and the other from Mareeba State school.

Among State schools the following deserve to be specially mentioned for effective discipline, sound progress, and creditable general condition:—Hughenden, Cairns, Charters Towers Central (boys), Charters Towers Central (girls), Queenton, Georgetown, Geraldton, Cooktown (girls and infants), Ingham, Mossman River, Kingsborough, and Watsonville. The best-conducted Provisional schools were those at Atherton, Prairie, Girofla, Goondi, Mulgrave, Richmond, Pentland, Deep Lead, Laura, and Rossville.

In the teachers of the Northern district the Department possesses a loyal and generally efficient body of officers. They appear to comprehend the responsibilities of their profession, and they are striving to discharge their duties faithfully and well.

I have, &c.,

A. MUTCH,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX C.

REPORTS FROM TRUSTEES OF GRAMMAR SCHOOLS.

BRISBANE BOYS' GRAMMAR SCHOOL.

Brisbane, 31st May, 1901.

SIR,—I have the honour, on behalf of the trustees of the Brisbane Boys' Grammar School to submit our Annual Report on the affairs of the school for the year ending 31st December, 1900.

GOVERNING BODY.

Visitor.—His Excellency the Governor.

Trustees.—Right Honourable Sir S. W. Griffith, G.C.M.G., M.A., C.J. (Chairman); L. A. Bernays, Esq., C.M.G., F.L.S. (Vice-Chairman); J. Lockhart Gibson, Esq., M.D.; J. J. Kingsbury, Esq., M.A.; Edwyn M. Lilley, Esq.; Henry J. Oxley, Esq. (Hon. Treasurer); J. L. Woolcock, Esq., B.A.; Secretary to the Trustees: James Cowan.

STAFF.

Head Master.—Reginald H. Roe, M.A. (late Mathematical Scholar of Balliol College, Oxford).

Second Master.—F. S. N. Bousfield, M.A. (late Classical Scholar of Lincoln College, Oxford).

Assistant Masters.—J. G. Cribb, M.A. (Sydney); J. A. Dakin, B.A. (London); T. E. Jones, B.A. (Sydney); T. J. K. Carson (Melbourne University); George Gross (Central Gymnasium, Lucerne); A. J. Mason (London University); B. Porter (Trinity College, Melbourne); James Cowan (Certificated Master, Queensland Educational Department).

FINANCE.—Loan of 1886. Repayment of redemption money, which had been suspended from June, 1885, to June, 1900, was resumed at the latter date. During the year, on account of this loan, the deductions made from our statutory endowment were: For interest, £204 17s. 6d., and for redemption, £176 1s. 10d.; there was thus left from our endowment only the sum of £619 0s. 8d. to be used for the general working of the school. The amount of the principal still due on 1st January, 1901, was £5,677 6s.

INCOME.—The total income for the year was £4,465 6s. 3d., which was derived from the following sources:—State school scholarship fees, £1,062 1s. 6d.; fees from other pupils, £2,389 3s.; statutory endowment, £1,000 sundries, £14 1s. 9d.

It will be seen, therefore, that if the State endowment were made to us on fees derived from pupils other than State scholarship holders, on the same scale as to technical colleges—viz., pound for pound—we should receive more than double the amount of our present assistance from the State.

The State scholarship fees, together with the full statutory endowment, amount to considerably less than the fees derived from other pupils.

EXPENDITURE.—The total expenditure was £4,393 3s. 8d., so that there was a credit balance of £72 2s. 7d.; whereby our overdraft from the previous year was reduced to £420 19s. 9d.

ORGANIZATION.—The school contains, as before, a classical and a modern side, which are divided into the following classes, and the table here given shows the numbers receiving instruction in each class at the June examination:—

Classical Side.		*Modern Side.*	
Form VI.	15	Upper Modern	13
Form V.	31	Civil Service	7
Form IV.A	20	Lower Modern—	
Form IV.B	16	(a) Higher Division	21
Form III.	36	(b) Lower Division	24
Form II.	28		
Form I.	17		
Law Class	1		

Head-mastership.—Leave of absence was granted to the head master (Mr. R. H. Roe, M.A.) from 1st June to the end of the year, in recognition of his twenty-four years' continuous service. During this six months the management of the school was entrusted to the second master, Mr. F. S. N. Bousfield, M.A., and the services of Mr. C. A. Finn, M.A., an old pupil of the school, and recently head master of Cowrwuil Academy, New South Wales, were secured to maintain the full efficiency of the teaching staff. The work of the school was efficiently carried on by Mr. Bousfield and the remaining staff in Mr. Roe's absence.

The following extracts from the head master's Report for 1900 show the chief points of interest in the school life and work during the year:—

"ATTENDANCE.—The numbers on the school roll for the four quarters of the past year have been 231, 230, 233, and 219, giving an average of 228·25 for the whole year. The numbers for the corresponding quarters for 1899 were 209, 215, 209, and 199, or an average for the year of 208. I think the substantial increase in our numbers may be taken to prove the continued confidence of the public in the school and its methods, especially when we consider that the number of those who held State scholarships, at whose choice of a school we may consider to have been limited by the conditions hitherto attached to these scholarships, has fallen from an average of 83 in 1899 to an average of 65 in 1900.

"The increase in our numbers is due in a great measure to an accession of boys from a distance. The number of boys residing in the schoolhouse during the quarter just ending was 29, the number for the corresponding quarter of last year being 18. The average daily attendance has been 215·7, or a little over 94 per cent. of the number on the roll.

"PUBLIC EXAMINATIONS.—(1) *Queensland Exhibitions.*—Of the Queensland Exhibitions the first and third fell to pupils of this school (Roe and Mowbray) in 1899, while this year the first has been won by J. G. Avery, who has also won a Major Scholarship at Ormond College, Melbourne.

"(2) *Sydney Public Examinations.*—Since Mr. Roe presented his report in last December the results of three Public Examinations held by the University of Sydney have been published, namely, the Senior Examinations of 1899 and 1900, and the Junior Examination of 1900.

"(a) *Seniors.*—For the Senior Examination of 1899 we sent up six candidates, all of whom passed in an average of nine subjects out of a possible ten, the average of A's was 2·5, of B's 4, of C's 2·5. R. C. Roe distinguished himself by winning (bracketed with a Sydney boy) the John West Medal and the Grahame Prize Medal awarded for general proficiency to the most successful candidate, also the silver medals for arithmetic, trigonometry, and

STAFF.

Head Mistress—Miss Wilkinson (late Head Mistress of the Maryborough Girls' Grammar School, Q.)

Assistant Mistresses—Miss Cookson, Miss Carson, Mrs. Dakin, Miss Gardiner, B.A., Miss Mackay, and Fräulein Seidel.

Music and Singing—Miss Crump.

Drawing Staff—Mr J. A. Dakin, R.A.

Drawing and Painting—Miss Anderson and Mr. Godfrey Rivers.

Dancing Class—Mr Wilkinson.

[illegible] Loan of 1886.—Repayment of redemption money which had been suspended from June, 1886, to June, 1891, was resumed at the latter date. During the year, on account of this loan, the deductions made from accounts were: for interest, £294 17s. 6d., and for redemption, £176 1s. 1od.; there was thus left from our endowment, only the sum of £[illegible] 5s. 5d. to be used for the general working of the school. The amount of the principal still due on January 1st, 1901, was £5,677 6s.

INCOME.—The total income for the year was £[illegible] 5s. 4d., which was derived from the following sources:—

	£	s.	d.
State school scholarship fees	293	9	6
Fees from other pupils	1,077	17	3
Subsidy and interest	1,000	0	0
Boarders' fees and sundries	654	18	7

EXPENDITURE.—The total expenditure was £[illegible] 5s. 5d., so that there was a deficit balance of £583 1s. 1d., which, on account from the previous year was increased to £1,28[illegible] 6s. 5d.

The cost of the year's operations was a great [illegible] to the introduction of the working arrangements of the school named in the unfortunate circumstances of the year 1[illegible] was [illegible] considerable changes in the personnel of the staff, and [illegible] expenses, the effects of which are only now beginning to [illegible] themselves.

Further changes were made at the end of the year 1[illegible] and the staff was then reorganised on a fresh basis.

[illegible] have been made [illegible] the present staff comprises duties fully competent, from the [illegible] and extent of their attainments to give [illegible] that will be [illegible] a girls' grammar school of the very highest standard, and there is evidence that the school will shortly be found to have regained the high [illegible] which [illegible].

[illegible] of the school in which previous [illegible] the staff has been temporarily interrupted, and the [illegible] have [illegible] to [illegible] of the [illegible] to give [illegible] of their pupils in school hours. They have also made [illegible] for securing [illegible] and [illegible] and [illegible] the staff for the next examinations [illegible] Arts and Teachers' [illegible] which [illegible] Girton and Newnham Colleges.

[illegible] have also been made for [illegible] and book-keeping, and for securing [illegible] of the examinations of the Pharmacy Board.

DISCIPLINE.—The [illegible]

[illegible] [illegible] [illegible] [

of verandas, where shade and retirement for the learning of their lessons are available at all hours of the day, the dormitories are greatly improved in ventilation convenience, and comfort; and now that the upper balconies afford a fine panoramic view of the surrounding country, it may perhaps be safely affirmed that in some respects no educational establishment in Queensland is more favourably situated.

In order to render the playgrounds really effective for the purpose in view further earthworks are requisite, and these are now being proceeded with. The trustees are of opinion that for the school to be attractive, educational facilities alone are insufficient. These must be supplemented with proper sports grounds, swimming baths, and so forth, if the health, vigour, and manliness of the pupils are not to be regarded as negligible quantities.

During the past year the number of boys in attendance at the school has averaged over sixty. This is a material advance on previous years, and it is hoped that the increase may be progressive. The results of the annual examinations were fairly satisfactory, though for the following reasons no very high passes were secured.

It will no doubt be recognised that for a secondary school to secure high results the staff must have well-grounded material to work upon. When the State scholarships were established, assumedly not the least important object in view was to provide advanced scholars of the primary schools with further education at the secondary schools. Doubtless the provincial grammar schools are themselves capable of turning out a proportion of advanced junior scholars, but any such nucleus would be greatly strengthened by reinforcements of State scholars from the primary schools, to the corresponding gratification of the trustees and staff.

After long correspondence with the Department, regulations were passed some eight or ten years ago, which secured the desired object to the various provincial secondary schools in greater measure than had previously been the case. Generally speaking, the trustees of this school were satisfied with those regulations, though when originally they suggested that a certain number of scholarships should be allocated to each school they did not wish or expect them to be granted irrespective of some really substantial standard. They thought it only just that this standard being reached by provincial candidates, their chance of obtaining scholarships should not necessarily be limited by competition with the more favourably placed metropolitan candidates. Moreover, if a sufficient number of candidates in any one locality did not attain the requisite standard, they fully recognised that any balance of scholarships remaining should be transferred elsewhere.

When the efficiency of these regulations was challenged, some short time back, the trustees fully sympathised with the claims of the metropolitan schools for a further allocation of State scholars, and of the outlying districts for the provision of bursaries, but they profoundly deprecated these claims being satisfied at the expense of the provincial schools.

When again the prospects of the provincial grammar schools obtaining State scholars was yet further limited by the late resolution of the Legislative Assembly, the trustees could not help reflecting, with the utmost respect, whether it is consonant with our usual constitutional practice that an Act of Parliament should be interpreted or administered in accordance with a resolution of one of the branches of the Legislature.

To this school the result is that it is now left with two State scholars. To this neighbourhood – comprising with Mount Morgan a population of some 25,000 or 30,000, and to this division with a population in all of perhaps 60,000 or 70,000—the result is that only three or four candidates have been sent up this year by all the State schools put together.

Nor do the trustees doubt for a moment that they have the full sympathies of the State schoolmasters, but having interviewed many of them upon the subject, they are constrained to agree that, under the existing regulations, and in face of the advantages enjoyed by candidates in the metropolitan area, all efforts to pass scholarship boys must inevitably be wasted, unless in the case of some exceptionally promising pupils.

Perhaps the trustees may be pardoned for their constant recurrence to this question of State scholarships. With them, fortunately, it is not a matter of finance, their desire being to obtain the pupils, and they were always glad to welcome the proportion of State scholars nominated by the Department for free admission. They cannot shut their eyes to the fact that the future prosperity of this important district of Queensland is largely dependant upon the education imparted to those who will be its future leaders, and if their persistence savours somewhat of importunity, they are confident of the support of this large and rapidly growing community, who are far from content with the State scholarship system as at present administered.

The trustees view with satisfaction the passing of the Grammar Schools Amendment Act, and trust that the examination of the schools by a competent inspector may obtain the desired result.

I have, &c.,

W. HENCHMAN, Chairman.

The Under Secretary, Department of Public Instruction, Brisbane.

ROCKHAMPTON GRAMMAR SCHOOL (GIRLS).

Report of the Year ending December, 1900.

Trustees.—The membership of the Trustee Board has remained unchanged. Chairman, S. Williams, Esq.; Treasurer, Holyoake Woodd, Esq.; The Hon. John Murray, M.L.C.; E. K. Ogg, Esq.; F. H. B. Turner, Esq.; J. C. Tyler, Esq.; and F. H. V. Voss, Esq., F.R.C.S. (England); Secretary, G. G. W. Shaw.

Staff.—*The Head Mistress (Miss Downs), Miss Ashworth, Miss Clipsham, B.A.*, and *Miss Higson*, have continued from last year. The following changes have taken place in the staff since last report. *Miss Roseby, B.A.*, after nearly five years' service, left to become the Principal of the Church Collegiate School at Brisbane. *Miss Amy Roseby, B.A.* was called home by the illness of two members of her family. *Miss Bartlett* left to be married. Their places are taken by *Miss Bailey, B.A.* (Sydney), and *Miss McLean* and *Miss I. M. Bailey*, the two latter being trained and certificated teachers. *Miss England*, after nearly seven years' service, left recently to visit the old country, and her place is taken by *Miss Molineaux, B.A.* (Sydney). The trustees have appointed a foreign mistress for French and German, who begins work after midwinter this year (1901). *Herr Huge* and *Miss Ballard* continue to teach music.

Attendance.—During the year, January, 1900, to December, 1900, the attendance was—

First Quarter	101	...	...	...	Kindergarten	29	...	...	...	Total	130
Second „	110	...	...	...	„	30	...	...	...	„	140
Third „	115	...	...	...	„	31	...	...	...	„	146
Fourth „	114	...	...	...	„	30	...	...	...	„	144

The above attendance includes two State scholars (one of whom has a bursary) and eight trustees' scholars.

CLASSES.—The following are the (average) numbers and ages for the year:—

Form VI.	3, average age	17¾	(doing Sydney senior work).
Form V.	8 „	17¼	(ex-junior and non-examinee pupils).
Form IV.	14 „	15¾	(juniors and sub-junior pupils).
Form IIIA.	22 „	15¼	(a large proportion of this form is always composed of older girls who come only for a short time and are backward).
Form IIIB.	20 „	13	
Form II.	16 „	10¾	
Form I.	20 „	9¾	
Transition	7 „	8¼	

EXAMINATIONS.—*Sydney Junior.*

H.—History, C; Geography, B; English, C; French, C; Music, C; Botany, B; Arithmetic, C.
S.—History, C; English, C; Botany, B; Drawing, C.
W.—English, C; French, C; Arithmetic, C; Drawing, B.

Sydney Senior—

O.—Geography, C; English, B; French, B; Arithmetic, C; Algebra, C; Euclid, C; Botany, B; Geometrical Drawing, B; Freehand and Model Drawing, A.

Music.—Associated Board (Royal College and Royal Academy of Music).

N.—Practical Pianoforte local centre junior.
N. „ „ schools higher.
D. „ „ „ „
V. „ „ „ Elementary.
O.—Rudimentary Theory.
C. „ „

The examiner also reported favourably upon the class-singing.

BUILDING AND GROUNDS.—During the year 1900 the sum of £2,019 10s. 10d. was expended upon the alterations and additions named in last report, and upon the excavations and completions for the two new tennis-courts.

FINANCE.—The receipts from tuition fees for the ordinary school course (not including those for instrumental music, or for books and stationery, or board, which are paid out without deduction to those immediately responsible) were £1,211 3s. 11d. This sum, with the Government endowment of £1,000 and the fees (and a bursary) of State scholars (£63 12s.), comprised the amount available in 1900 for all the ordinary expenses of the maintenance of the school. The cost of the teaching staff (nine teachers) averages about £1,500, the exact figures (£1,354 7s. 8d.) for 1900 are abnormal on account of the various changes and vacancies occurring during the year. At the end of the year 1900 the trustees obtained a loan from the Government of £3,000, for which the redemption and interest expenses—about £230 yearly—will now have to be subtracted from the amount available for maintenance as aforesaid.

GENERAL.—Since the opening of the school in 1892, 258 pupils have entered the school. Of these 90 were from departmental (State or Provisional) schools, 16 of these were State scholars. 138 were from private tuition or non-departmental schools, 27 were from the Kindergarten, of 3 there is no information.

Of these 258 girls 151 have left, and the others not accounted for in the present attendance are temporarily absent. The average age at entry of those who have left was fourteen. Their average length of stay was two years and their average age at leaving was sixteen years. During the same time 29 girls have passed the Sydney Junior Examination, 11 of whom were State scholars or ex-State scholars, and 5 the Sydney Senior (2 of these were ex-State scholars), and 23 the various musical examinations of the Associated Board as aforesaid.

G. G. W. SHAW, Secretary.

TOOWOOMBA GRAMMAR SCHOOL.

Toowoomba, 17th May, 1901.

SIR,—It is with some regret the trustees have to report that the average attendance of scholars during the year 1900 was somewhat less than that for 1899. The school opened with 34 pupils and closed with 25, an average of 31. The trustees have good grounds for hoping that the present year will show an improvement in this respect.

Two boys were sent up for the Sydney junior examination, both of whom passed most creditably.

Four boys entered for the Civil service examination, three of whom passed, one obtaining the third place at the October examination.

To lads of promise the Civil service seems to be most attractive, and they seek this calling rather than remain for a longer period to pass the Sydney senior examination.

The records of the school show that the number of new boys entering at the commencement of each year has but slightly varied, but the stay of the boys of late years has been much shorter.

In consequence of the small number of scholarships now given by the State it seems to be difficult for the outside schools to get any of them. At present we have one State scholar.

The trustees, to remedy this, have given several scholarships to boys who, under the old order of things, would have obtained them from the Government, and from reports furnished by the head master, the trustees are hopeful that most of these boys will give a good account of themselves in the near future.

The receipts, exclusive of board fees, were £1,417 19s. 6d., and the expenditure, including interest and redemption on loan, was £1,482 8s. 5d. The school premises have been maintained in good order.

It is a matter of interest to the trustees, and may perhaps be so to others, to know that ten old boys, who have left the school during the last ten years, have been serving with the troops in South Africa.

There has been an entire change in the staff of teachers. Mr. W. A. Purves, M.A., Oxon., has replaced our former head master, who gave ten years' of faithful service, which the trustees most sincerely acknowledge.

I have, &c.,

ROBERT

APPENDIX D.

ANNUAL EXAMINATION OF TEACHERS AND OTHERS, 1900.

GEOGRAPHY.

18th December—9·30 *to* 12·30.

*** Sketch maps must be drawn on as large a scale as the foolscap page will admit.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

50 1. Write, in a regular hand with well-formed letters—"*Victoria Nyanza, Tanganyika, and Chad are large lakes in Africa.*"

30 2. Draw (on a full page of foolscap) a sketch map of Australia east of 129° east longitude. Show and name the principal rivers and their tributaries.

20 3. State the dimensions, population, countries, capitals, and seaports of North America.

20 4. State, as exactly as you can, the situation of each of the following towns, and say why it is noteworthy—Marseilles, Batavia, Yokohama, Valparaiso, Boston (U.S.A.), Allahabad, Toronto, Vancouver.

20 5. On a full page of foolscap show the mountain systems of Europe, tracing the ranges in fairly thick lines, and marking the peaks by small crosses (×). Name the ranges and peaks you show.—[*Do* NOT *draw the outline of the continent.*]

10 6. What territories in Africa are held by Great Britain?

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

50 1. Write, in a regular hand, with well-formed letters—"*Recapitulatory Notes and Miscellaneous Facts*"; as a copy for First Class pupils write—"*Infant School*"; and as a copy for Second Class pupils—"*Lake Zurich in Switzerland.*"

40 2. Draw a map of Great Britain south of the estuaries of the Forth and the Clyde. Show and name on it the mountains, the rivers on the west coast, and the lakes.

25 3. Write a methodical account of the colony of Natal including a concise statement as to its colonisation and history.

20 4. The British Empire covers an area of "at least 9,000,000 square miles, or, say, *one-sixth* of the total land area of the globe, and it is inhabited by more than 340,000,000 people, or about *one-fifth* of the people of the globe." It "is inhabited by people of every race, religion, and colour, who speak numerous languages." Set down systematically the facts that illustrate these statements, and show their correctness.

15 5. Describe the commerce between Great Britain and Australia.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

50 1. Copy the following in plain print—"*Federation of the Australian Colonies*"; and as a copy for Third Class pupils, write—

"*The stony mindless flow of slang,*
Which springs from idleness, that will not delve
For fitting phrase in that rich mine of words,
Which yields its wealth to them who clearly think."

21 2. Explain—Bora, thermal equator, the Torricellian experiment, nutation, sidereal clock, civil day, precession of the equinoxes.

24 3. What is dew? What is the dew point? Sketch an instrument used to determine the dew point, and describe its action.

25 4. What are cyclones and anti-cyclones? Make a diagram to show isobars, barometrical pressures, and force and direction of wind in a cyclone area.

12 5. How is it proved that the earth is flattened towards the poles and shows an equatorial protuberance?

18 6. (*a*) Why do clouds float?

(*b*) What is a monsoon? What part of Australia is affected by monsoons? Describe the monsoons of that area, and account for their prevalence.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

1. Explain clearly the tides raised when the moon is full and when the moon is in quadrature. Make diagrams to illustrate; and in your explanation refer to them. 21

2. Give instances of double tides and of tideless areas, and account for these phenomena. 15

3. Write short notes on denudation, secondary valleys, isothermal lines, isotheral lines, pachyderms, cryptogams, establishment of port, the snow line. 24

4. On a full page of foolscap, sketch the Atlantic Ocean, showing the position of the chief ridges and that of the more clearly-defined basins in such a way as to indicate the places where the soundings are 2,000 fathoms, 1,000 fathoms, over 3,000 fathoms, and under 1,000 fathoms. 25

5. "Mineral wealth enters largely into the conditions necessary for the material prosperity of a nation." Show this, illustrating your answer by special reference to Australia. 15

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Draw a diagram illustrating Wallace's experiment to prove the rotundity of the earth, and explain it as to a class. 8

2. Explain and illustrate Foucault's experiment for proving the rotatory movement of the earth on its axis. 12

3. What effects are produced by the earth's rotation on its axis, and by its revolution round the sun? 8

4. Give the subject-matter of a lesson, suitable for an advanced class, on the formation and characteristics of clouds. 12

5. Show, by a diagram, the arrangement of isobars, with barometric readings, and the direction of the wind, in a cyclone area. 8

6. Explain, as to a class, why the moon appears to vary from day to day in shape and size, and illustrate by a diagram. 12

7. Show how ocean currents, winds, and rivers assist in the dispersal of plants over the face of the globe. 8

8. Draw a map of the Indian Ocean, showing the regions of greatest heat during the months of January and July respectively, the directions of the monsoons, and the periods when they prevail. 14

9. Explain, as to a class, the work done by tides and currents.

10. Define the following terms—Sensible horizon, rational horizon, meridian, declination, ecliptic. 10

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Draw a map of that part of Africa lying to the south of a line drawn from the mouth of the Zambesi to Cape Frio, and mark on it the political divisions, the principal railways, the Orange, Vaal, and Modder Rivers, and the following towns—Capetown, De Aar, Kimberley, Mafeking, Buluwayo, Kuruman, Beira, Salisbury, Lorenço Marques, Pretoria, Ladysmith, Bloemfontein, Estcourt, Durban, and Colenso. 5

2. Make out a tabular list of the British, French, German, and American possessions in the Pacific. 6

3. Write an account of the geography of the Dominion of Canada under these heads—Political divisions with capitals, inhabitants, climate, industries, government. 8

4. Enumerate the chief conditions which influence the production of mercantile commodities, and illustrate any *one* of them fully. 10

5. Give the subject-matter of a lesson, suitable for a Fifth Class, on the Industries of Queensland. 8

6. Explain fully, as to a class, how the size of the earth has been ascertained. 10

7. What corrections are necessary in the reading of a barometer for purposes of comparison with other barometers in a given district, and why are such corrections necessary? 6

8. Explain how the distance of the sun from the earth has been ascertained by observation of Jupiter's satellites. 12

9. Write explanatory notes on the following—Precession of the equinoxes, sun spots, dew point. 15

ARITHMETIC AND MECHANICS.

18*th December*—2 *to* 5.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

15 1. Express in words, 42146675. Using that number as a dividend, a quotient 743 is obtained: find the divisor.

25 2. Find the value of 500 times the difference between an eighty-fourth part of 2½ cwt. and a thirtieth part of 1 cwt. 0 qrs. 3 lbs.

35 3. Reduce—

(*a*) 993629 ounces to tons, &c.
(*b*) 9 miles 4 fur. 23 po. 4 yds. 2 ft. 9 in. to inches.
(*c*) £25 16s. 6½d. to francs of 9½d. each.

25 4. Simplify—

$$\frac{3\frac{3}{4} \times 3\frac{2}{3} - 2\frac{1}{4} \times 2\frac{1}{2}}{3\frac{2}{3} - 2\frac{1}{4}}$$

25 5. A spirit merchant mixes 26 gallons at 12s. 3d. a gallon with 39 gallons at 13s. 4d. a gallon; how many gallons of water must he add to the mixture so as to sell it at 10s. 9d. a gallon?

25 6. If $4\frac{5}{7}$ of a sum of money be equal to $\frac{11}{17}$ of £1 11s. 10½d., find what the sum must be.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

35 1. Find, by Practice, the cost of—

(*a*) 23875 articles at £2 18s. 9d. per 100.
(*b*) 14 acres 3 roods 26⅔ poles at £52 7s. 6d. per acre.

25 2. What fraction is 8 lbs. 1 oz. 19 dwts. 9 grs. of 13 lbs. 7 ozs. 5 dwts. 15 grs; and if the former quantity cost £10 6s. 6d., what will the latter cost?

25 3. Express the difference between $\cdot 37\dot{8}$ of 13s. 10½d. and $\cdot 37\dot{8}$ of 16s. 6d. as the decimal of $\cdot 42\dot{6}$ of £1 17s. 6d.

20 4. A man's debts amount to $\frac{1}{14}$ of his property, but before paying them he loses $\frac{2}{5}$ of his property; afterwards he recovers a portion equal to $\frac{1}{3}$ of what he has left, and then loses $\frac{1}{2}$ of what he has got. Can he pay his debts? What part of his property remains over?

25 5. If 7 oxen or 11 horses can eat the grass of a field in 37 days, in how many days will 5 oxen and 8 horses eat it?

20 6. When tea is worth 3s. 1d. and coffee 1s. 4½d. per lb., how much coffee, along with 5¼ lbs. of tea, will cost a guinea?

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

15 1. A's share of a field is $\frac{3}{8}$ of an acre, and is to B's share as 15 to 13: what is the size of the field in sq. yds.?

25 2. In what time would £57 15s. 10d. yield £1 8s. 6d., simple interest, at the rate of $3\frac{3}{4}$ per cent. per annum?

25 3. The Guernsey pound contains 18 ounces avoirdupois, and the Guernsey shilling contains 13 English pence. If a Guernsey pound of butter costs 1s. 6d., Guernsey money, what will be the price in English money of 2½ lbs. avoirdupois?

15 4. A mercer sold 54 yards of cloth for £6 10s., his profit being the cost of 7½ yards: what was his gain per cent.?

35 5. Find the value of ·0013671875 of a mile; and reduce 10 lbs. 5 ozs. to the decimal of a ton.

35 6. If 5 labourers or 3 navvies can excavate 28 cu. yards of earth in 10 hours, in how many hours can 6 labourers and 8 navvies excavate 120 cu. yards, the soil in the latter case being one-fourth more difficult to excavate than in the former?

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

20 1. Bought a cask of oil for £26 19s.: for what must I sell it, that $\frac{2}{5}$ of the selling price may be profit?

25 2. A builder buys half-an-acre of land at 15s. 9d. a square yard, and builds a house upon it at a further cost of £2,094 5s.: what rent per annum must he obtain to realise 9 per cent. on his outlay?

20 3. A man in Australia, receiving 12 per cent. on his capital in the colony, takes his capital to England, invests it in the 3 per cents. at 94⅓, and his income in England is £2,400 a year: what was his income in Australia?

25 4. What sum would yield £11 8s. 9d. more by compound than by simple interest, in 3 years, at 5 per cent. per annum?

30 5. The sides of a triangular field are 350, 440, and 750 yards, and it is let at £2 15s. per acre: find the total rent.

30 6. A circle is 7 feet in circumference: find the area of a square inscribed in it. (π = 3·1416.)

For Admission as Teacher of the Third Class.

(Three hours allowed.)

Maximum Marks.

1. How can it be ascertained by inspection whether a given vulgar fraction will produce (*a*) a terminating decimal; (*b*) a pure circulator; or (*c*) a mixed circulator? 12

2. A certain work has to be completed in 9 weeks. In 6 weeks 25 men do ⅔ of it. If each man is then required to do one-quarter more per day than before, how many men can be discharged? 12

3. At what rate per cent., simple interest, will a sum of money amount to £7,786 16s. at the end of the first year, and to £8,013 12s. at the end of the second year? 15

4. If a watch is 5 minutes slow at 12 o'clock (noon) on Thursday, and 3½ minutes fast at half-past 3 p.m. on Saturday, find at what moment it was exactly right. 15

5. Explain what is meant by "Profit and Loss per cent." If a corndealer selling 52 quarters of wheat for £69 6s. 8d. loses 10 per cent., what ought he to have charged per bushel in order to gain 8 per cent.? 18

6. The dimensions of a rectangular box are as 2 : 3 : 4, and the difference between the cost of covering it with sheet-lead at 8d. and 8½d. per square foot is 4s. 10½d. What are the dimensions of the box? 18

7. The chord of a sector of a circle is 6 inches; the radius is 9 inches: find the area of the sector. 18

8. Suppose a sovereign to be ⅛ of an inch in diameter, and $\frac{1}{16}$ of an inch in thickness: If 100,000 of them be melted down and formed into a cube, find the length of the cube. 15

9. A solid is in the form of a right circular cylinder with hemispherical ends; the extreme length is 22 feet, and the diameter is 2 feet 6 inches: find what will be the weight of water equal in bulk to this solid. 15

10. State the rules for finding— 12

(*a*) The diameter of a circle described round a triangle, the sides of which are given.
(*b*) The area of a circle, the circumference of which is given, without finding the diameter or radius.
(*c*) The area of a segment of a circle, the chord of the arc and the height being given.
(*d*) The volume of a segment of a sphere.

For Admission as Teacher of the Second Class. (Females.)

(Three hours allowed.)

1. What is an alloy? What is the advantage of alloying? Name and give the relative proportions of the component parts of the alloys of which English coins are made. 12

2. Give a brief but clear historical and explanatory account of the English standard unit of length. What is the French standard? 12

3. Three narrow glass tubes, open at both ends, are given to you. Their internal diameters are $\frac{1}{4}$, $\frac{1}{12}$, and $\frac{3}{16}$ of an inch respectively. When dipped into a tumbler of water, what relation will there be between the heights to which the water will ascend within these tubes? 8

4. Explain why water flows from artesian bores. 15

5. Describe briefly the usual methods of finding the specific gravity of (*a*) solids; (*b*) liquids. Give an easy illustrative example of each. 15

6. Give a brief description of a balloon, and the principle on which its ascent depends. 12

7. A Nicholson's hydrometer weighs 600 grains; the weights required to sink it to the same depth in *water* and *milk* respectively are 100 grains and 121 grains. Find the specific gravity of milk. 12

8. At what temperature has water its greatest density? Describe how Mr. Hope proved this to be a fact. 12

9. In many parts of Australia, especially in the dry interior, drinking water is cooled by being put into a water-bag (that is, a bag made of slightly porous canvas), which is hung up, if possible, in a current of air. Explain clearly how the water is cooled by this means. 10

10. How would a temperature of 95° Fahrenheit be indicated on (*a*) the Centigrade; (*b*) Reaumur's scale? 8

11. Explain clearly how it is ascertained that the pressure of the air at sea-level is about 15 lbs. on the square inch. 10

12. Describe a syphon, and explain its action. 15

13. What is the velocity of light and of sound? In a thunderstorm the thunder is heard 4 seconds after the flash of lightning is seen. Find the distance of the thunder-cloud from the observer. 9

For Admission as Teacher of the Second Class. (Males.)

(Three hours allowed.)

1. (*a*) Define—Matter, Force, Weight, Motion, Inertia, Solid, Density, Resultant of two or more Forces acting upon a body, Specific Gravity, Centre of Gravity. 16
(*b*) What must you know of a Force in order to determine its effects?

Maximum Marks.

8 4. Describe the course of events that led to the trial and execution of Strafford.

9 5. What historical events are connected with the following places—Portsmouth, Nottingham, Reading, Philiphaugh, and Rathmines?

9 6. Describe as fully as you can the struggles of political parties in the reign of Anne.

12 7. Enumerate the more important personages of the Stuart period, and sketch briefly the characters of any three of them.

12 8. Who were the Puritans, and what influence did they exert on the course of events during the Stuart period?

For Admission as Teacher of the Second Class.

(Three hours allowed.)

12 1. Sketch briefly the characters of the Duke of Marlborough, Lord Clive, and the Duke of Wellington.

8 2. What were the causes, and what the course of events of the war with the United States of America? Give dates.

10 3. Describe the condition of England at the close of the war in 1815. What steps were taken to preserve law and order?

9 4. State briefly the cause and course of events of the Seven Years' War. Give dates.

8 5. What were the provisions of the Roman Catholic Relief Bill of 1829? What previous attempt had been made to afford Roman Catholics relief, and with what results?

8 6. Respecting the Crimean War, state—
(*a*) The cause of the war.
(*b*) By whom carried on.
(*c*) The battles fought. (Give dates.)
(*d*) The results.

10 7. (*a*) State briefly the circumstances that led to the passing of the Septennial Act.
(*b*) Discuss the relative merits of the Triennial and Septennial Acts. Give dates.

10 8. (*a*) What were the four most important measures of the Reformed Parliament of 1835?
(*b*) State briefly what you know of each.

GEOMETRY.

20*th December*—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the Second Class, for both Males and Females; and for Females, for Admission as Teacher of the Second or Third Class, or as Pupil-Teacher of the Third or Fourth Class.

(One hour and a-half allowed.)

9 1. Amend, where necessary, the following definitions, stating clearly the reasons for any alterations you may make—(*a*) A plane angle is the inclination of two straight lines to one another; (*b*) Parallel straight lines are such as do not meet, however far they are produced in either direction; (*c*) An acute-angled triangle is a triangle which has an acute angle.

6 2. When is one proposition said to be the *converse* of another? Enunciate the converse of the following—If two angles of a triangle be equal to one another, then the sides also which subtend, or are opposite to, the equal angles, shall be equal to one another.

9 3. When are two triangles said to be *identically equal*? Give the numbers and enunciations of those propositions, Euc. I. 1 to 26, which treat of the identical equality of triangles.

17 4. On the same base, and on the same side of it, there cannot be two triangles having their sides which are terminated at one extremity of the base equal to one another, and likewise those which are terminated at the other extremity equal to one another. *Prove only that case where one of the vertices is within the other triangle.*

17 5. If, at a point in a straight line, two other straight lines, on opposite sides of it, make the adjacent angles together equal to two right angles, then these two straight lines shall be in one and the same straight line.

17 6. At a given point in a given straight line make an angle equal to a given angle.

For Admission as Pupil-Teacher of the Third Class. (Males.)

(One hour and a-half allowed.)

6 1. Quote Playfair's Axiom, and the axiom for which it has been proposed as a substitute.

3 2. Enunciate the first proposition which treats of the equality in area, not necessarily in shape, of two figures.

10 3. Give the *construction only* necessary in the following—To describe a triangle having its sides equal to three given straight lines, any two of which are together greater than the third. Show clearly why the limitation in regard to the magnitude of the given lines is required.

Maximum Marks.

18 4. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one greater than the angle contained by the corresponding sides of the other; then the base of that which has the greater angle shall be greater than the base of the other.

18 5. Equal triangles, on equal bases in the same straight line, and on the same side of it, are between the same parallels.

20 6. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle.

For Admission as Pupil-Teacher of the Fourth Class. (Males.)

(One hour and a-half allowed.)

7 1. Show that Axiom 12 is the converse of Euc. I. 17.

18 2. If ONM, RVW be two triangles which have the angles ONM, OMN equal to the angles RVW, RWV, each to each, and the side ON equal to the side RV, then shall the triangles ONM, RVW be equal in all respects.

6 3. Give one enunciation which shall include those of Euc. II. 5 and 6.

3 4. Express geometrically—
If $m + n = a$, then $a^2 + m^2 = 2am + n^2$.

21 5. Divide a given straight line into two parts, so that the rectangle contained by the whole and one part may be equal to the square on the other part.

20 6. In an obtuse-angled triangle, if a perpendicular is drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle, by twice the rectangle contained by the side on which, when produced, the perpendicular falls, and the line intercepted without the triangle, between the perpendicular and the obtuse angle.

For Admission as Teacher of the Third Class. (Males.)

(Three hours allowed.)

7 1. Name and describe two methods of *Indirect Demonstration*, briefly illustrating your answer by reference to Euc., Book I.

7 2. If from the ends of a side of a triangle, there be drawn two straight lines to a point within the triangle, then these two straight lines shall be less than the other two sides of the triangle.

6 3. Prove that the exterior angle formed by producing one side of a regular hexagon is equal to the angle of an equilateral triangle.

9 4. Enunciate and prove the *converse* of Euc. I. 47. How does the method of proof in this instance differ from that employed in most converse propositions?

3 5. What is a Corollary? State a corollary to Euc. II. 4, and a corollary to Euc. II. 5.

11 6. (*a*) If a straight line is divided into any two parts, the sum of the squares on the whole line and on one of the parts is equal to twice the rectangle contained by the whole and that part, together with the square on the other part.
(*b*) Show that the algebraical equivalent of this proposition is $(a - b)^2 = a^2 - 2ab + b^2$, where a is the whole line and b a part of it.

12 7. (*a*) If a straight line is divided equally and also unequally, the sum of the squares on the two unequal parts is twice the sum of the squares on half the line and on the line between the points of section.
(*b*) Give one enunciation inclusive of the foregoing (Euc. II. 9) and also of Euc. II. 10.

10 8. ABCD is a parallelogram; from A is drawn a straight line AEF, cutting BC in E, and DC produced in F; prove that the triangles BEF, DCE are equal.

10 9. Let ABC be a triangle, and AD the perpendicular from A on BC; then, if the square on AD is equal to the rectangle BD, DC, show that the angle BAC is a right angle.

For Admission as Teacher of the Second Class. (Males.)

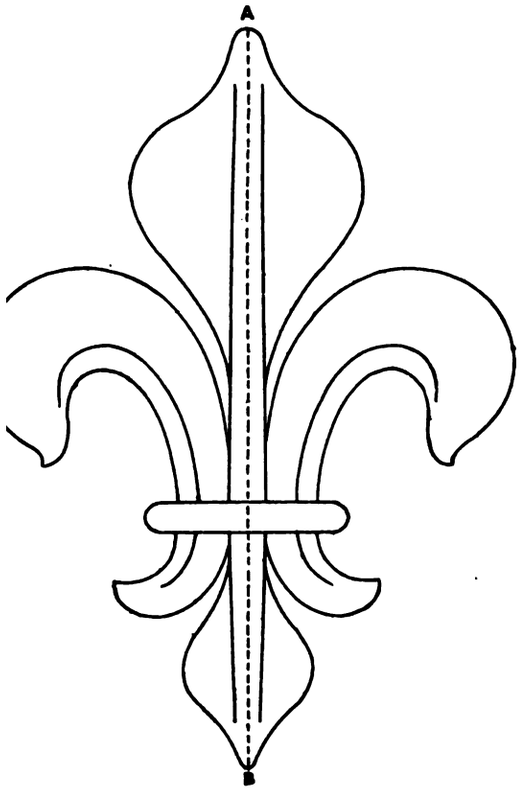
(Three hours allowed.)

4 1. Define—Angle in a segment, similar segments of circles, orthogonal circles, escribed circle, concyclic points, orthocentre of a triangle, cyclic figure.

9 2. (*a*) If a straight line is bisected and produced to any point, the rectangle contained by the whole line thus produced, and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line made up of the half and the part produced.
(*b*) Give one enunciation to include the foregoing (Euc. II. 6) and also Euc. II. 5.

Figure 1.—FREEHAND.

For Admission as Pupil-Teacher of the First Class.



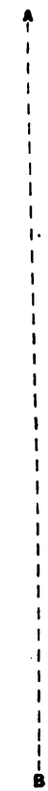
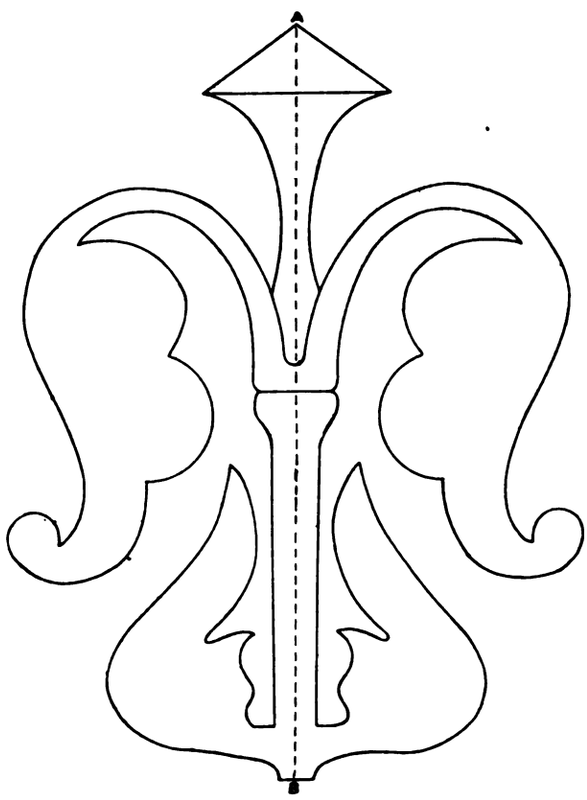
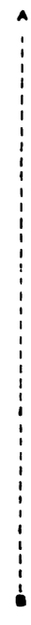


Figure 2.—FREEHAND.

For Admission as Pupil-Teacher of the Second Class.





MUSIC.

EXAMINATION OF TEACHERS,

DECEMBER, 1900.

For Admission as Pupil-Teacher of the Second Class.

FIG. I.

FIG. II.

For Admission as Pupil-Teacher of the Third Class.

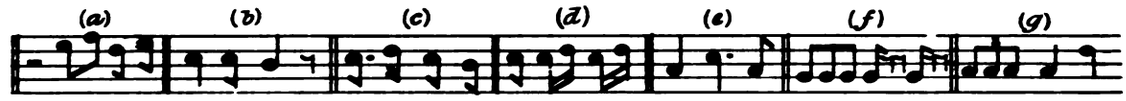
FIG. III.

For Admission as Pupil-Teacher of the Fourth Class.

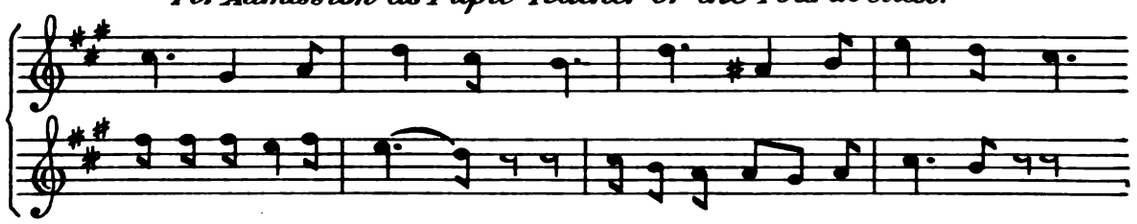
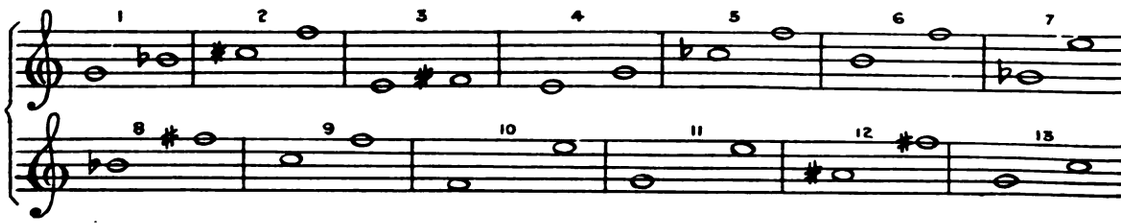
FIG. IV.

For Admission as Teacher of the Third Class.

FIG. V.



For Admission as Teacher of the Second Class.

FIG. VI.

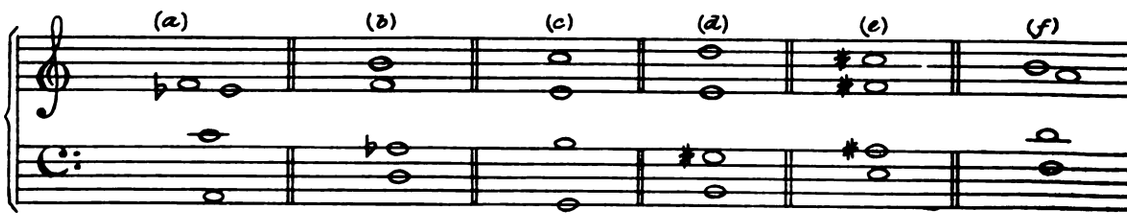
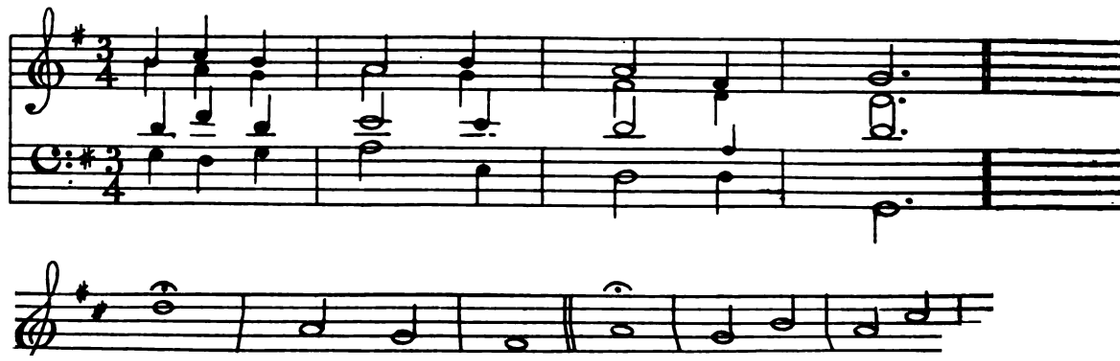


FIG. VII.

Maximum Marks.

9 3. (*a*) The opposite angles of any quadrilateral inscribed in a circle are together equal to two right angles.
(*b*) Enunciate the *converse* of this proposition.

8 4. If two chords of a circle cut one another, the rectangle contained by the segments of one shall be equal to the rectangle contained by the segments of the other. *Prove only that case where but one chord passes through the centre, and cuts the other obliquely.*

10 5. Describe an isosceles triangle having each of the angles at the base double of the third angle.

8 6. When is a circle said to be (i.) *inscribed in*, (ii.) *circumscribed about*, a rectilineal figure? Give the *constructions only* by which the centres of circles inscribed in, and circumscribed about triangles are found. In what kind of triangles will the centres of the inscribed and circumscribed circles coincide?

9 7. Construct a right-angled triangle, having given the hypotenuse and the difference of the other two sides.

9 8. The diagonal AC of a square ABCD is produced to E so that CE is equal to BC. Prove that the square on BE is equal to the rectangle AC, AE.

9 9. If ABC be a triangle, and AD the perpendicular let fall upon the side BC, then the square on AC together with the rectangle BC, BD is equal to the square on AB together with the rectangle CB, CD.

DRAWING.

20th December—2 *to* 3·30.

For Admission as Pupil-Teacher of the First Class.

Copy the example the same size (Fig. 1).—No ruling, tracing, or measuring of any kind allowed.

For Admission as Pupil-Teacher of the Second Class.

The drawing (Fig. 2) is to be reduced to the size here given. No ruling, tracing, or measuring of any kind is allowed.

For Admission as Pupil-Teacher of the Third Class.

1. Draw this figure on the squared space. Let the side of one square represent 2 feet (Fig. 3 (a)). NOTE.—The accent (′) signifies feet.

2. (*a*) Construct a scale of one inch and three-quarters to a mile, showing furlongs, and measuring 3 miles.
(*b*) From this scale represent a rectangular piece of land 2 miles 7 furlongs long by 2¼ miles wide.

3. This figure (Fig. 3 (b)) represents a looking-glass.—Draw it with lines twice as long.

For Admission as Pupil-Teacher of the Fourth Class.

(Figure 4.)

1. The base of an isosceles triangle is 2 inches, and the vertical angle is 60°. Construct the triangle.

2. Construct a square having sides 2 inches long, and in it inscribe an equilateral triangle.

3. Construct a triangle with sides 3 inches, 2½ inches, and 2 inches, respectively, and in it inscribe the largest possible square.

4. Construct a regular hexagon having a diagonal of 3 inches.

5. Construct a regular heptagon upon the given line AB.

6. Describe a regular pentagon about the given circle.

For Admission as Teacher of the Third Class.

1. Draw as much of the model as you can see, as it appears from your point of view; and include in the drawing the top of the table.

2. The drawing is to be as large as the paper will admit.

NOTE.—Small drawings, or drawings with the top of the table excluded, will be held to be of little value.

For Admission as Teacher of the Second Class.

The diagrams give the plan and elevation of a cube and a right cylinder, both resting upon the ground plane. Represent these two solids in perspective on the same as the diagrams. The point A (illegible) line of contact of the cyl[inder] be 2 ft. on the right of picture line, and the the right at an a horizontal edges of plane at an angle o left.

The eye is to and 6 ft. from (Fig. 5).

MUSIC.

20th December—3·30 *to* 5.

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

16 1. In the literal notation (the German "tablature") write the names of the notes in the passages on the music sheet marked Figure I. and Figure II. respectively.

8 2. On a "Full Vocal Stave" place the following notes—
G, B, F, A, c, f, d, b, c, b, g, d, c, g, d, f.

8 3. Arrange human voices into eight groups according to pitch, giving a distinctive name to each.

14 4. Give the forms and names of the notes indicating duration (*a*) of sound, (*b*) of silence.

4 5. Explain and illustrate (*a*) the use of the dot after a note, (*b*) triplets.

For Admission as Pupil-Teacher of the Third Class.

6 1. Explain—Measure, bar, syncopation.

8 2. Arrange the following marks of rhythm as duple and triple, indicating which are simple and which are compound—

$\frac{3}{8}$, $\frac{6}{8}$, ¢, $\frac{12}{4}$, $\frac{3}{2}$, $\frac{9}{4}$, C, $\frac{6}{8}$, $\frac{3}{4}$, $\frac{9}{8}$, $\frac{3}{4}$, $\frac{12}{8}$.

8 3. Give Italian terms signifying—*Slow, sustained, quick, lively;* and English equivalents for *andante, assai, cantabile, legato.*

14 4. Write six measures of C rhythm, introducing driving notes, and the triplet.

14 5. Give the time signatures for the bars marked (*a*), (*b*), (*c*), (*d*), (*e*), (*f*), (*g*) in Figure III. of the accompanying music sheet.

For Admission as Pupil-Teacher of the Fourth Class.

9 1. In the following scales indicate the places of the semitones both in ascending and in descending—(*a*) A major diatonic scale; (*b*) a minor diatonic scale in the commonly assumed form; (*c*) a minor diatonic scale in the true form.

8 2. Give the key signatures required by the following major scales—A, B, D, E, A flat, B flat, D flat, E flat.

11 3. (*a*) Draw the diagram called "The Circle of Fifths."
(*b*) Explain what is meant by "related major scales" and by the "first and second degree" of relation.

11 4. Explain what is meant by the "relative minor" of a major scale. Name the relative minor of each of the following major scales—C, D, E, A, F, B flat, E flat.

11 5. Transpose into the key of B flat the passage marked Figure IV. in the music sheet.

For Admission as Teacher of the Third Class.

6 1. Explain and illustrate the following terms applied to intervals—Major, minor, perfect, imperfect, diminished, augmented.

13 2. Name the intervals given in Figure V. of the music sheet, and state the number of semitones in each. Write the inversions of each interval, and state the number of semitones in each inversion.

8 3. Write in two keys not less than eight measures of any melody you know.

11 4. (*a*) Give the characteristic or descriptive name of each note in a diatonic major scale as educed from the doctrine of "mental effects" laid down in the Tonic Sol Fa system.
(*b*) Show briefly how pitch, duration, and rhythm are indicated in the Tonic Sol Fa notation.

12 5. What major and what minor scales are indicated by the following key signatures—One sharp, three flats, one flat, five sharps, four flats, five flats?

For Admission as Teacher of the Second Class.

8 1. Write a major chord on A, and let it form a part of [illegible] cadence.

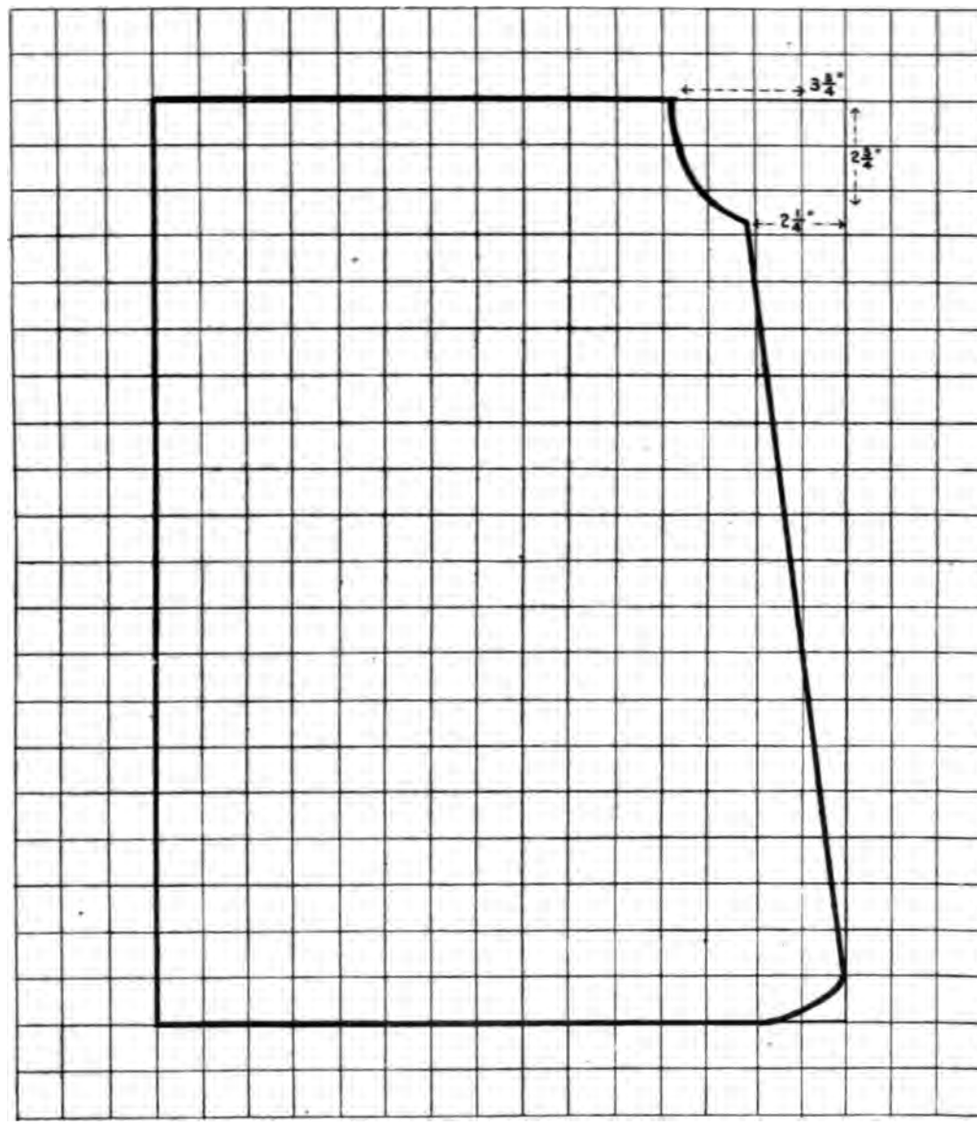
12 [illegible] which of the combinations in Figure VI. of [illegible] dominant sevenths (or their inversions),

12 [illegible] in the harmony of the passage [illegible] music sheet.

18 [illegible] in Figure VIII. of the [illegible], and that. Employ the bla. Figure the bass.

NEEDLEWORK

For Admission as Pupil-Teacher of the Second Class.



Maximum Marks.

10 5. Solve—

$$\left.\begin{aligned}\frac{1}{x}+\frac{1}{y}+\frac{1}{z}&=36\\ \frac{1}{x}+\frac{3}{y}-\frac{1}{z}&=28\\ \frac{1}{x}+\frac{1}{3y}+\frac{1}{2z}&=20\end{aligned}\right\}$$

15 6. If I lend a sum of money at 6 per cent., the interest for a certain time exceeds the loan by £100; but if I lend it at 3 per cent., for a fourth of the time, the loan exceeds its interest by £425. How much do I lend?

10 7. Resolve into factors—

$$x^6-1$$
$$a^2x^6-a^2y^6-b^2x^6+b^2y^6$$
$$(a+b)^4-1.$$

For Admission as Teacher of the Third Class. (Males.)

(Three hours allowed.)

8 1. Find the H.C.F. of—

$$2x^3+x^2-x-2 \text{ and } 3x^3-2x^2+x-2;$$

and explain the mode of working, as if to a class.

7 2. Explain, as to a beginner, the method of reducing a fraction to its lowest terms, using the following example as an illustration—

Reduce to its lowest terms $\dfrac{3x^3-13x^2+23x-21}{15x^3-38x^2-2x+21}$.

8 3. Find the H.C.F. and the L.C.M. of—

$$6x^3+x^2-5x-2, \text{ and } 6x^3+5x^2-3x-2.$$

5 4. Find the value of—

$$\frac{5x}{2(x+1)(x-3)}-\frac{15(x-1)}{16(x-3)(x-2)}+\frac{9(x+3)}{16(x+1)(x-2)}.$$

5 5. Simplify—

$$\frac{a+c}{(a-b)(x-a)}+\frac{b+c}{(b-a)(x-b)}.$$

5 6. Resolve into factors—

$$8(x+y)^3-(2x-y)^3.$$

5 7. Solve—

$$\left.\begin{aligned}\frac{25}{x}+\frac{24}{y}&=1\\ 20\left(\frac{2}{x}+\frac{3}{y}\right)&=7\end{aligned}\right\}$$

8 8. A grocer wishes to mix spice at 8s. a pound with another sort at 5s. a pound to make 60 pounds to be sold at 6s. a pound. What quantity of each must be taken?

8 9. Find the cube root of—

$$\frac{64a^3}{x^3}-\frac{192a^2}{x^2}+\frac{240a}{x}-160+\frac{60x}{a}-\frac{12x^2}{a^2}+\frac{x^3}{a^3}.$$

8 10. Find the value of—

$$4x+\cfrac{1}{1+\cfrac{4x}{1+\cfrac{2(x+y)}{6-x}}}$$

8 11. Simplify—

$$\left\{\begin{matrix}b+\dfrac{a-b}{1+ab}\\ 1-\dfrac{(a-b)b}{1+ab}\end{matrix}-\begin{matrix}a-\dfrac{a-b}{1-ab}\\ 1-\dfrac{a(a-b)}{1-ab}\end{matrix}\right\}\div\left(\frac{a}{b}-\frac{b}{a}\right)$$

For Admission as Teacher of the Second Class. (Males.)

(Three hours allowed.)

8 1. Show the steps required for solving an adfected quadratic equation, and illustrate your answer by working the following example:—

Solve $\dfrac{3x-2}{2x-3}=\dfrac{5x}{x+4}-2.$

5 2. Solve the equation—

$$\left.\begin{aligned}7xy-8x^2&=10\\ 8y^2-9xy&=18\end{aligned}\right\}$$

10 3. What are eggs a dozen when two more in a shilling worth lowers the price a penny per dozen?

5 4. Find the value of—

$$\left(\frac{81}{16}\right)^{\frac{3}{4}} \text{ and } \left(\frac{32}{243}\right)^{-\frac{4}{5}}.$$

Maximum Marks.

5 5. Write down the value of—

$$\frac{x-7x^{\frac{1}{2}}}{x-5\sqrt{x}-14}\div\left(1+\frac{2}{\sqrt{x}}\right)^{-1}.$$

5 6. Find the value of—

$$\frac{\sqrt{a}}{\sqrt{a}-\sqrt{x}}\div\frac{\sqrt{a}+\sqrt{x}}{\sqrt{x}}$$

and

$$(\sqrt{a}+x-\sqrt{a})(\sqrt{a}+x+\sqrt{a}).$$

8 7. Expand $(a^2+2a+1)^3$ and $(x^2-4x+2)^3$.

5 8. Expand the following binomial—

$$\left(2x+\frac{y}{2}\right)^4$$

Given log 2 = ·3010300, log 3 = ·4771213, log 7 = ·8450980.

8 9. Simplify log—

$$\left\{(10\cdot8)^{\frac{1}{2}}\times(\cdot24)^{\frac{5}{3}}\div(90)^{-2}\right\}$$

and find its numerical value.

8 10. Find the value of log—

$$\sqrt[5]{\frac{588\times768}{686\times972}}.$$

8 11. Find the numerical value of x in the following equation—$12^{3x-4}\times18^{7-2x}=1458$.

NEEDLEWORK.

22nd December—9·30 *to* 12·30.

Chequered paper for diagrams and cutting-out is supplied—one sheet to each examinee.

For Admission as Pupil-Teacher of the Second Class.

THEORY.

6 1. The following are given in the text-book under the heading, "Faults met with in Hemming"—(1) Upright stitches; (2) Split hemming; (3) Single-thread hemming. State briefly, with reference to each, how the fault is caused, and how it is to be avoided.

12 2. Draw a diagram, quarter-size, of a baby's shirt, and give brief directions for making it up.

6 3. Give directions for fixing and tacking a run-and-fell seam.

6 4. Describe briefly the proper method of joining-in a new thread when working a button-hole.

PRACTICE.

12 1. From madapolam cut out—

(*a*) Half-size, the right-hand half of the back of a child's pinafore, of which a diagram, quarter-size, is supplied to you.

(*b*) A piece, 3½ inches by 2, for the back-band.

[*The pinafore is set into a straight band or yoke, back and front, has shoulder-straps, and hangs loosely from the neck and shoulders.*]

20 2. Make the band. Gather and stroke the top of the pinafore and set it into the band. Fix and tack it all, and properly finish 1½ inches. Leave half-an-inch plain near the sleeve-opening.

10 3. On the proper part of the band cut and work a button-hole, one end round, the other square.

20 4. On the pinafore set a patch 2 inches square. Fix and tack it all, and properly finish half.

8 5. On stocking-web cover an irregular space with plain darn, as for a thin place.

For Admission as Pupil-Teacher of the Third Class.

THEORY.

10 1. Give brief directions for fixing and working—(*a*) A mantua-maker's seam; (*b*) A French seam. Mention any special advantage or disadvantage of each; also garments for which these seams are respectively suitable.

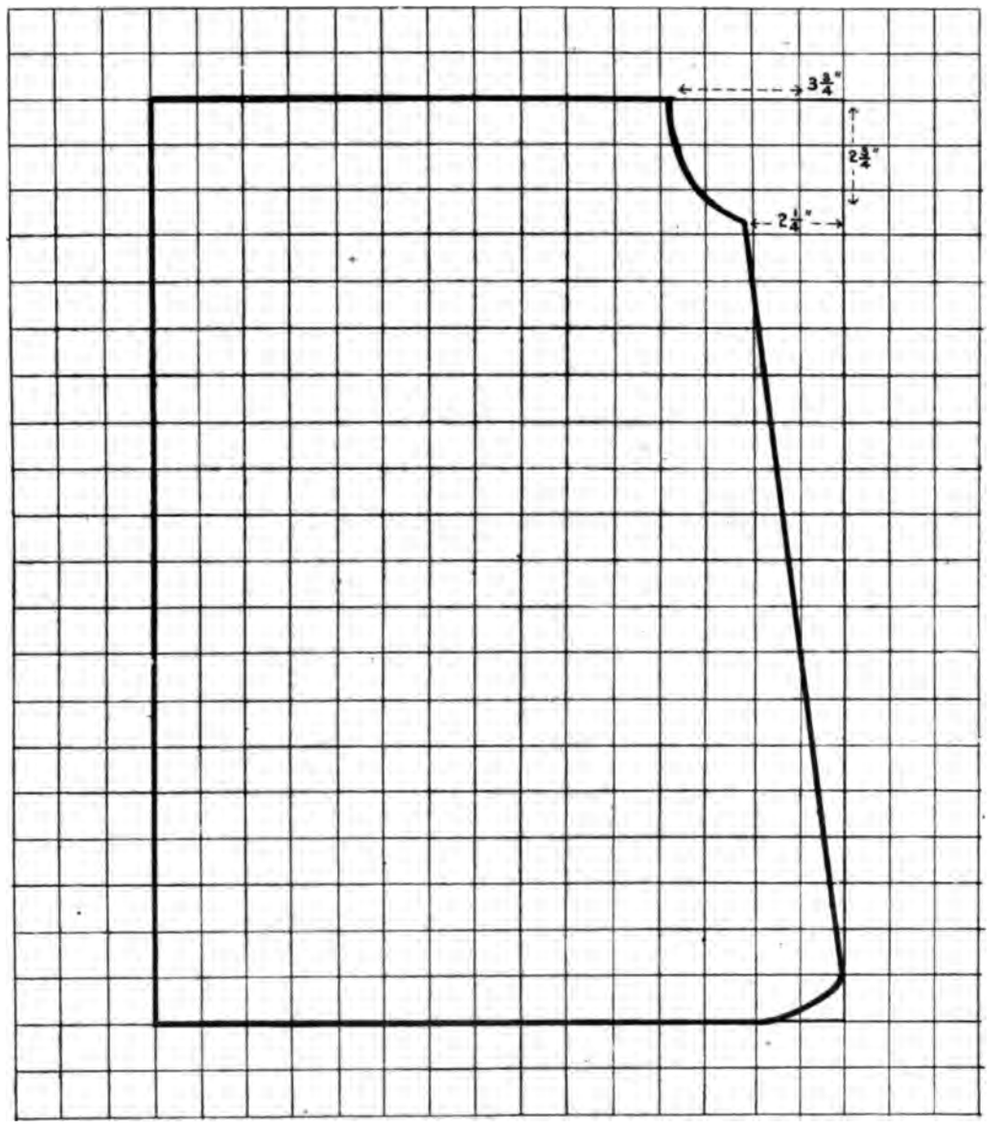
12 2. Describe clearly how the setting-in stitch is made. What other stitches does it resemble? In what respects does it differ from them? On the chequered paper supplied, make diagrams of the setting-in stitch and the stitches it resembles, as represented on canvas.

9 3. Give explicit directions for putting an open neck-band on a woman's chemise. Write your answer under these heads—Preparation of neck, putting-on of band.

15

NEEDLEWORK

For Admission as Pupil-Teacher of the Second Class.



Maximum Marks.

10 5. Solve—

$$\left.\begin{aligned} \frac{1}{x}+\frac{1}{y}+\frac{1}{z}&=36\\ \frac{1}{x}+\frac{3}{y}-\frac{1}{z}&=28\\ \frac{1}{x}+\frac{1}{3y}+\frac{1}{2z}&=20 \end{aligned}\right\}$$

15 6. If I lend a sum of money at 6 per cent., the interest for a certain time exceeds the loan by £100; but if I lend it at 3 per cent., for a fourth of the time, the loan exceeds its interest by £425. How much do I lend?

10 7. Resolve into factors—

$$x^6-1$$
$$a^2x^6-a^2y^6-b^2x^6+b^2y^6$$
$$(a+b)^4-1.$$

For Admission as Teacher of the Third Class. (Males.)

(Three hours allowed.)

8 1. Find the H.C.F. of—

$2x^3+x^2-x-2$ and $3x^3-2x^2+x-2$;

and explain the mode of working, as if to a class.

7 2. Explain, as to a beginner, the method of reducing a fraction to its lowest terms, using the following example as an illustration—

Reduce to its lowest terms $\dfrac{3x^3-13x^2+23x-21}{15x^3-38x^2-2x+21}$.

8 3. Find the H.C.F. and the L.C.M. of—

$6x^3+x^2-5x-2$, and $6x^3+5x^2-3x-2$.

5 4. Find the value of—

$$\frac{5x}{2(x+1)(x-3)}-\frac{15(x-1)}{16(x-3)(x-2)}-\frac{9(x+3)}{16(x+1)(x-2)}.$$

5 5. Simplify—

$$\frac{a+c}{(a-b)(x-a)}+\frac{b+c}{(b-a)(x-b)}.$$

5 6. Resolve into factors—

$$8(x+y)^3-(2x-y)^3.$$

5 7. Solve—

$$\left.\begin{aligned} \frac{25}{x}+\frac{24}{y}&=1\\ 20\left(\frac{2}{x}+\frac{3}{y}\right)&=7 \end{aligned}\right\}$$

8 8. A grocer wishes to mix spice at 8s. a pound with another sort at 5s. a pound to make 60 pounds to be sold at 6s. a pound. What quantity of each must be taken?

8 9. Find the cube root of—

$$\frac{64a^3}{x^3}-\frac{192a^2}{x^2}+\frac{240a}{x}-160+\frac{60x}{a}-\frac{12x^2}{a^2}+\frac{x^3}{a^3}.$$

8 10. Find the value of—

$$4x+\cfrac{1}{1+\cfrac{4x}{1+\cfrac{2(x+y)}{6-x}}}$$

8 11. Simplify—

$$\left\{\begin{matrix} b+\dfrac{a-b}{1+ab} \\ 1-\dfrac{(a-b)b}{1+ab} \end{matrix}\right\} - \left\{\begin{matrix} a-\dfrac{a-b}{1-ab} \\ 1-\dfrac{a(a-b)}{1-ab} \end{matrix}\right\} \div \left(\frac{a}{b}-\frac{b}{a}\right)$$

For Admission as Teacher of the Second Class. (Males.)

(Three hours allowed.)

8 1. Show the steps required for solving an adfected quadratic equation, and illustrate your answer by working the following example:—

Maximum Marks.

5 5. Write down the value of—

$$\frac{x-7x^{\frac{1}{2}}}{x-5\sqrt{x}-14}\div\left(1+\frac{2}{\sqrt{x}}\right)^{-1}.$$

5 6. Find the value of—

$$\frac{\sqrt{a}}{\sqrt{a}-\sqrt{x}}\div\frac{\sqrt{a}+\sqrt{x}}{\sqrt{x}}$$

and

$$(\sqrt{a}+x-\sqrt{a})\,(\sqrt{a}+x+\sqrt{a}).$$

8 7. Expand $(a^2+2a+1)^3$ and $(x^2-4x+2)^3$.

5 8. Expand the following binomial—

$$\left(2x+\frac{y}{2}\right)^4$$

Given log 2 = ·3010300, log 3 = ·4771213, log 7 = ·8450980.

8 9. Simplify log—

$$\log\{(10\cdot8)^{\frac{1}{2}}\times(\cdot24)^{\frac{5}{3}}\div(90)^{-2}\}$$

and find its numerical value.

8 10. Find the value of log—

$$\sqrt[5]{\frac{588\times768}{686\times972}}.$$

8 11. Find the numerical value of x in the following equation—$12^{3x-4}\times18^{7-2x}=1458$.

NEEDLEWORK.

22nd December—9·30 *to* 12·30.

Chequered paper for diagrams and cutting-out is supplied—one sheet to each examinee.

For Admission as Pupil-Teacher of the Second Class.

THEORY.

6 1. The following are given in the text-book under the heading, "Faults met with in Hemming"—(1) Upright stitches; (2) Split hemming; (3) Single-thread hemming. State briefly, with reference to each, how the fault is caused, and how it is to be avoided.

12 2. Draw a diagram, quarter-size, of a baby's shirt, and give brief directions for making it up.

6 3. Give directions for fixing and tacking a run-and-fell seam.

6 4. Describe briefly the proper method of joining-in a new thread when working a button-hole.

PRACTICE.

12 1. From madapolam cut out—

(*a*) Half-size, the right-hand half of the back of a child's pinafore, of which a diagram, quarter-size, is supplied to you.

(*b*) A piece, 3½ inches by 2, for the back-band.

[*The pinafore is set into a straight band or yoke, back and front, has shoulder-straps, and hangs loosely from the neck and shoulders.*]

20 2. Make the band. Gather and stroke the top of the pinafore and set it into the band. Fix and tack it all, and properly finish 1½ inches. Leave half-an-inch plain near the sleeve-opening.

10 3. On the proper part of the band cut and work a button-hole, one end round, the other square.

20 4. On the pinafore set a patch 2 inches square. Fix and tack it all, and properly finish half.

8 5. On stocking-web cover an irregular space with plain darn, as for a thin place.

For Admission as Pupil-Teacher of the Third Class.

THEORY.

10 1. Give brief directions for fixing and working—(*a*) A mantua-maker's seam; (*b*) A French seam. Mention any special advantage or disadvantage of each; also garments for which these seams are respectively suitable.

12 2. Describe clearly how the setting-in stitch is made. What other stitches does it resemble? In what respects does it differ from them? On the chequered paper supplied, make diagrams of the setting-in stitch and the stitches it resembles, as represented on canvas.

9 3. Give explicit directions for putting an open neck-band on a woman's chemise. Write your answer under these heads—Preparation of band, preparation of neck, putting-on of band.

Maximum Marks.

20 2. From a corner of the flannel cut a triangular piece, 2½ inches on the side, and put it on as a patch. Fix and tack it all, and properly finish half.

14 3. Bind 4 inches of the flannel, including a corner.

10 4. On calico cut and work a button-hole, one end round, the other square.

10 5. On the stocking-web cut a hole about half-an-inch square, and darn it by the common method.

For Admission as Pupil-Teacher of the Fourth Class.

THEORY.

8 1. Describe the proper method of beginning over-casting, embroidery method; also of joining-in a new thread. What other stitch does this method of overcasting resemble, and how does it differ from that stitch?

12 2. Draw a diagram, quarter-size, of a sleeve of a baby's nightgown, and give directions for making it up and setting it in.

10 3. Give directions for putting on a print patch.

PRACTICE.

16 1. From calico cut out, half-size, the upper part of the front of a baby's night-gown, and a piece for the waist-band. Also, cut out a sash, 6 inches by 1½.

18 2. Gather and stroke that part of the front requiring it, and set it into the waist-band. Fix and tack it all, and properly finish 1½ inches, top and bottom.

9 3. Fix and tack a narrow hem along the edges and bottom of the sash, and neatly sew it into the waist-band.

10 4. On a convenient part of the garment cut and work a button-hole, one end round, the other square.

5. On the dress material—

13 (*a*) Make a hedge-tear, about half-an-inch in each direction, and darn it.

4 (*b*) Darn a few rows as for a thin place.

For Admission as Teacher of the Third Class.

THEORY.

6 1. How should the selvedge run in a band, and why? Give directions for making a join in a band, supposing the material is not long enough.

4 2. In children's sewing a short end of cotton is often left sticking up at fastenings-off. Give the device recommended by Miss Smith for preventing this.

8 3. Make diagrams of—

(*a*) The ordinary cross-cut darn.

(*b*) The cross-cut darn recommended for household purposes.

[*The diagrams must show where the darning is begun, how it runs, and how it is crossed.*]

8 4. In whipping and setting on a frill—

(*a*) How should the selvedge run in the frill?

(*b*) What proportion of frill to band should be allowed?

(*c*) Give brief directions for making the roll.

(*d*) In what direction is the whipping done—left to right, or right to left?

(*e*) In setting-on to band, which is held to face the worker, the frill or the band? Why?

4 5. What is meant by the term "*running*," as applied to stockings? What parts of new stockings should be "run"?

Maximum Marks.

PRACTICE.

1. Cut out, half-size— 14

(*a*) A boy's shirt sleeve, of calico.

(*b*) A wrist-band for same, of linen, with interlining of calico.

2. Join the lower part of the sleeve by 1 inch of run-and-fell seam. 5

3. Finish off the edges and bottom of the sleeve-opening by upper and under false hems. Properly finish the bottom, and tack the rest. 13

4. Tack the wrist-band. 5

5. Gather and stroke that part of the sleeve requiring it, and set it into the band. Fix and tack it all, and properly finish 1½ inches. 18

6. On the band— 10

(*a*) Cut and work a button-hole, one end round, the other square.

(*b*) Work 1 inch of stitching. 5

[*Make a join in the cotton, both in the button-hole and the stitching.*]

For Admission as Teacher of the Second Class.

THEORY.

1. Give the needlework requirements for the various classes as set forth in Schedule V. 8

2. Give approximately the lengths of the following openings in garments— 7

Front of woman's chemise.
Front of woman's nightgown.
Wrist opening in shirt.
Side opening in shirt.
Back of baby's nightgown.
Side of children's drawers.
Placket of petticoat.

3. Make diagrams of the following— 9

(*a*) Herring-bone as worked on canvas, including a corner.

(*b*) Right side of stocking-web.

(*c*) Wrong side of stocking-web.

4. What is the object in teaching rules by threads for the different stitches, since it is not expected that pupils should work by threads in making garments? 4

5. In top-sewing a patch, which should be held towards the worker, the patch or the garment? Why? 3

PRACTICE.

1. From calico, cut out, half-size, a sleeve for a woman's nightdress, and a wrist-band for the same. 12

2. On appropriate parts work specimens of the following stitches and processes—Run-and-fell seam, 1 inch; joining wrist-band; gathering, stroking, and setting-in; button-hole; stitching. 38

3. Whip 4 inches of frill and set it on to the band, tacking, but not sewing, the hem. 10

4. In stocking-web cut a hole, about half-an-inch square, and darn it by the common method. 9

FOR EXAMINATION AS TEACHER OF THE FIRST CLASS.

ENGLISH LANGUAGE AND LITERATURE.

Paper I.

18th December—9·30 *to* 12·30.

1. What is the evidence of the connection of English with the other Indo-European languages?
2. Describe the characteristics of the English which our ancestors brought with them to Britain.
3. Discuss the influence of the Danish settlements on the English language.
4. Discuss the influence, direct and indirect, of the Norman Conquest on the language.
5. What was the dialect in which Chaucer wrote, and what were its main peculiarities?
6. Describe the additions to the English vocabulary in the 16th century.
7. How do the forms of the verb in the 16th century differ from those now in use?
8. Translate into good Modern English [three selected passages from Early English].

ENGLISH LANGUAGE AND LITERATURE.

Paper II.

18th December—2 *to* 5 *p.m.*

1. Compare the "Comedy of Errors" with the Latin Play on which it is based, and point out Shakespeare's characteristic alterations.
2. "Portia, though she accepts implicitly all the duties of her position, is very independent, keen witted, resolute, and humorous." Discuss and illustrate this statement.
3. "Jessica is a hateful character, unfilial, mercenary, and selfish." Is this criticism correct?
4. "Milton clearly discriminates the characters even of his celestial personages."
   Is this so? Name and describe the more important.
5. Discuss the motive and cause of the Angelic Revolt in Milton's narrative.
6. Explain Burke's object and method in his *Vindication of Natural Society*.
7. Is Tennyson in the *Princess* an advocate or opponent of "Women's Rights"?
8. Explain the following quotations—
   (*a*) *Dro. S.* There's no time for a man to recover his hair that grows bald by nature.
   Ant. S. May he not do it by fine and recovery?
   (*b*) *Lor.* Bid them prepare dinner.
   Laun. That is done too, sir; only "cover" is the word.
   Lor. Will you cover then, sir?
   Laun. Not so, sir, neither: I know my duty.
   (*c*) Nothing is good, I see, without respect.
   (*d*) What redounds, transpires
   Through spirits with ease.
   (*e*) (Satan) writhed him to an fro convolv'd; so sore
   The griding sword with discontinuous wound
   Pass'd through him.
   (*f*) A body politic is not influenced by caprice or whim; it proceeds in a regular manner; its succession is insensible.
   (*g*) I would have reach'd you, had you been
   Sphered up with Cassiopeia or the enthroned
   Persephone in Hades.
   (*h*) On one side arose
   The women up in wild revolt, and storm'd
   At the Oppian law.

ENGLISH LANGUAGE AND LITERATURE.

Paper III.

19th December—9·30 *to* 12·30.

1. Describe the works of Swift that belong to this period, and characterise him as a writer of prose and verse.
2. What are the main characteristics of the 18th century novel, and who were its chief practitioners?
3. What poets during the period cultivated the poetry of natural description? How do they differ from their predecessors and successors?
4. Describe the scope and tendency of the works of Berkeley and Butler.
5. Sketch shortly the career of Johnson, and estimate its significance.
6. Compare and contrast Gray and Collins.
7. Tell what you know of Lady May Montagu, Glover, Sarah Fielding, Warburton, Hartley, Law.
8. Briefly describe the favourite metrical measures, and the prevailing types of poetry during this period.

LATIN.

Paper I.

19th December—2 *to* 5 *p.m.*

1. State the gender of each of the following—Manus, vulgus, humus, dens, lex, cohors, imago, ordo, idus, dies, grex, conjux, spes, pes, nex, marmor.
2. Write the ablative singular and genitive plural of each of the following—Nubes, avis, domus, urbs, bos, crus, facinus, femur; and the accusative singular and accusative plural of puppis, decus, mas, iter, palus, cinis, heros, tigris.
3. Give the principal parts of each of the following verbs—Elido, rescindo, aufero, occulo, constringo, refercio, desilio, retundo, dispicio, emetior, arcesso, descisco.
4. Describe and illustrate the chief uses of the subjunctive mood.
5. Turn the following into *Oratio obliqua*—
   Nemo ante me novus imperator militibus suis, priusquam opera eorum usus esset, gratias agere jure ac merito potuit: me vobis, priusquam provinciam viderem, obligavit fortuna, primum quod ea pietate erga patrem meum fuistis, deinde quod amissam provinciae possessionem integram populo Romano virtute vestra obtinuistis.
6. Comment on the syntax of the underlined words i the following passages—
   (i.) Epicurus non intelligit quid so t haec vox voluptatis.
   (ii.) Aeternas quoniam poenas in morte timendum est.
   (iii.) Perturbationes animorum poteram morbos appellare, sed non conveniret ad omnia.
   (iv.) Video igitur causas esse permultas quae istum impellerent.
   (v.) Desine mollium tandem querelarum.
   (vi.) Sejanus, altius metuens, tacita suspicionum deprecatur.
   (vii.) Consurgit senior tunicaque inducitur artus.

LATIN.

Part II.

20th December—9·30 *to* 12·30.

Translate, with brief comments—

(1) Nempe incomposito dixi pede currere versus
Lucili. Quis tam Lucili fautor inepte est
Ut non hoc fateatur? At idem quod sale multo
Urbem defricuit charta laudatur eadem.
Nec tamen hoc tribuens dederim quoque cetera; nam sic
Et Laberi mimos ut pulchra poëmata mirer.
Ergo non satis est risu diducere rictum
Auditoris (et est quaedam tamen hic quoque virtus).
Est brevitate opus, ut currat sententia neu se
Impediat verbis lassas onerantibus aures;
Et sermone opus est modo tristi saepe jocoso,
Defendente vicem modo rhetoris atque poëtae,
Interdum urbani, parcentis viribus atque
Extenuantis eas consulto. Ridiculum acri
Fortius et melius magnas plerumque secat res.
Illi scripta quibus comoedia prisca viris est
Hoc stabant, hoc sunt imitandi; quos neque pulcher
Hermogenes unquam legit neque simius iste
Nil praeter Calvum et doctus cantare Catullum.

(2) Quae omnia si, quem ad modum solent liberti nequam et improbi facere, in patronum suum voluerit conferre, nihil egerit: nemo est enim, qui nesciat propter magnitudinem rerum multa multos *partim invito*, partim imprudente L. Sulla commisisse. Placet igitur in his rebus aliquid imprudentia praeteriri? non placet, iudices, sed necesse est. Etenim si Iuppiter optimus maximus, cuius nutu et arbitrio caelum, terra mariaque reguntur, saepe ventis vehementioribus aut immoderatis tempestatibus aut nimio calore aut intolerabili frigore hominibus nocuit, urbes delevit, fruges perdidit, quorum nihil pernicii causa divino consilio, sed vi ipsa et magnitudine rerum factum putamus, at contra commoda, quibus utimur, lucemque, qua fruimur, spiritumque, quem ducimus, ab eo nobis dari atque impertiri videmus: quid miramur, iudices, L. Sullam, cum solus rem publicam regeret orbemque terrarum gubernaret imperiique maiestatem, quam armis receperat, legibus confirmaret, aliqua animadvertere non potuisse?

(3) Tot a maioribus repertae leges, tot quas divus Augustus tulit, illae oblivione, hae, quod flagitiosius est, contemptu abolitae securiorem luxum fecere. Nam si velis quod nondum vetitum est, timeas ne vetere; at si prohibita impune transcenderis, neque metus ultra neque pudor est. Cur ergo olim parsimonia pollebat? Quia sibi quisque moderabatur, quia unius urbis cives eramus; ne irritamenta quidem eadem intra Italiam dominantibus. Externis victoriis aliena, civilibus etiam nostra consumere didicimus. Quantulum istud est, de quo aediles admonent! Quam, si cetera respicias, in levi habendum! At hercule nemo refert, quod Italia externae opis indiget, quod vita populi Romani per incerta maris et tempestatum cotidie volvitur. Ac nisi provinciarum copiae et dominis et servitiis et agris subvenerint, nostra nos scilicet nemora nostraeque villae tuebuntur! Hanc, patres conscripti, curam sustinet princeps; haec omissa funditus rem publicam trahet.

EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1900.

GEOGRAPHY.

18th December—9·30 *to* 12·30.

*** The maps must be as large as the foolscap page will admit. Each should have a sheet to itself; and the long way of the map should be the long way of the paper.

Maximum Marks.

6 — 1. Explain—Cardinal points, degree of longitude, beach, river bed, river basin, national debt.

11 — 2. Describe the vegetation and zoology of Australia generally.

8 — 3. Explain the constitution according to which Queensland is governed; and state what is the qualification for the franchise.

25 — 4. Draw a sketch map of Asia, showing and naming the boundaries, the British possessions, the river Obi and its tributaries, the sea of Aral and the rivers that fall into it, Kashmir, Port Arthur, the mountains of Lebanon, the Lu Chu Islands, Singapore, and Hong Kong.

14 — 5. Make an orderly list of the capes of Europe; the lakes of Africa; and the mountain ranges and peaks of America.

20 — 6. What are the mineral products of England, and in what parts of the country do they severally occur? Name the lakes of Scotland, with their situations. In what districts of Scotland are manufactures and commerce most largely pursued? Why? What are the counties of Leinster and their chief towns respectively?

16 — 7. Write notes regarding the Bismarck Archipelago, the Solomon Islands, New Caledonia, and the Fiji Islands; and make a sketch to show where these islands lie from the north-east coast of Queensland and from one another, marking the situations of Townsville and Cooktown.

100

ARITHMETIC.

18th December 2 *to* 5.

*** All the details of the work must be given, and each answer should be indicated plainly.

12 — 1. A parallelogram has its sides equal to one another and one angle 60°: find the other angles; the ratio of the diagonals; and the area, in ac., ro., and po., the side being a mile.

12 — 2. An isosceles right-angled triangle contains 5 acres; what is the length of its hypothenuse, in chains and links, to the nearest link?

15 — 3. The circumference of a circle is 3·1416 furlongs; find its radius; the radius of another circle of twice that circumference; and the radius of a circle of twice the area of the first one. Answer in yards and decimals.

15 — 4. "In arithmetic, when we speak of discount, we always mean True Discount unless otherwise specified." Show what a banker gains by the ordinary banking practice, over and above the true discount, using as an illustration that a man wants to borrow £700 on a bill for three months, the discount rate being 2½ per cent.

15 — 5. Express 2·625 of 12½ yards as the decimal of the sum of ·1875 of 17 miles and ⅞ of ·48 furlong.

15 — 6. If 30 men can perform a piece of work in 13 days of 8½ hours each, how many men working the same number of hours a day can do a third as much again in a sixth of the time, three of the second set being equal to four of the first? Show first the statement of the proportion clearly by itself; and then the cancelling and working.

Maximum Marks.

7. Find the cost, by Practice, of 47 sq. yds., 8 sq. ft., 114 sq. in., at 13s. 7½d. a sq. yd. — 15

8. Show formulæ for finding P, I, R, T, both at simple and compound interest, where P means principal, I means interest, R means rate per cent. per annum divided by 100, and T means time in years, any three of them being given to find the fourth. Solve the following questions, using formulæ to suit:— — 30

(*a*) A money-lender charged £2 for a loan of £40 for a month; how much per cent. per annum did he charge?

(*b*) What principal will gain £89 4s. 0½d., in 3⅔ years, at 4½ per cent. per annum, simple interest?

(*c*) What is the amount of £240, at compound interest, for two years, at 4½ per cent. per annum?

9. A man walking 18 miles finds that in 1 hour 40 minutes the distance he has walked is ⅔ of the remaining distance: find his speed. — 9

10. After paying a tax of 6d. in the pound on his income, and spending ⅔ of the remainder, and lending a friend £40, a man has ⅓ of his income left: find his income. — 12

TOTAL 150

ENGLISH GRAMMAR AND COMPOSITION.

19th December—9·30 *to* 12·30.

1. What are the directions to be borne in mind by you, when writing a story you have read or heard? Write an account of one striking incident of the war in South Africa, to fill a page of foolscap. — 30

2. What is the use of punctuation? Give an example showing a change of meaning by the omission or change of the points in a sentence. How are the following marks used,—the full stop, the note of interrogation, and quotation marks? Give a sentence exemplifying the use of each. — 15

3. Compare—white, gay, shy, fast, foolish, handsome, jolly, good. State and give reasons for the points of difference in the formation of the comparative and superlative of these adjectives. What changes are made in the forms of nouns, to express case, number, and gender? Make sentences to show—the imperfect participle used as an adjective and followed by an object; the perfect participle used as an adjective; the gerund as subject; the gerund as object of a verb; the gerund in the objective case after a preposition; the gerund both governed in the objective case and governing an objective case. — 45

4. Analyse the sentence— — 25

> Books are not absolutely dead things, but do contain a potency of life in them to be as active as the soul was whose progeny they are.

Write the sentence in your own words so as to show that you understand what it means.

5. Parse the words in italics and give the roots of the words of Latin origin in the following stanza— — 35

> The *armaments* which thunder strike the walls
> Of rock-built cities, *bidding* nations quake,
> And *monarchs* tremble in their capitals:
> The oak leviathans, *whose* huge ribs make
> Their clay creator the vain title take
> Of lord of thee, and arbiter of war:—
> These are thy toys, and, as the snowy *flake*,
> They melt into thy yeast of waves, which mar
> *Alike* the Armada's pride and spoils of Trafalgar.

TOTAL 150

Price 3*s.* 6*d.*]

By Authority: EDMUND GREGORY, Government Printer, William street, Brisbane.

1902.

QUEENSLAND.

TWENTY-SIXTH REPORT

OF THE

RETARY FOR PUBLIC INSTRUCTION,

FOR THE

YEAR 1901.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

BRISBANE:
UTHORITY: GEORGE ARTHUR VAUGHAN, GOVERNMENT PRINTER, WILLIAM STREET.

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26—1902.

TABLE OF CONTENTS.

	Page.
REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION	1
STATISTICAL TABLES:—	
TABLE A.—COMPARATIVE VIEW OF SCHOOL OPERATIONS, 1882-1901	18
„ B.—NUMBER OF SCHOOLS IN OPERATION, 1901	19
„ C.—LIST OF SCHOOLS, WITH ATTENDANCE, STAFFS, AND COST OF MAINTENANCE ...	20
„ D.—GROSS ENROLMENT, NET ENROLMENT, AVERAGE DAILY ATTENDANCE ...	41
„ E.—CLASSIFICATION OF CHILDREN	41
„ F.—NUMBER OF TEACHERS EMPLOYED	43
„ G.—SCHOOLS OPENED AND READY FOR OPENING	43
„ H.—SCHOOLS IN COURSE OF ERECTION	45
„ I.—SCHOOLS WHICH RECEIVED IMPORTANT ADDITIONS	48
„ K.—RECEIPTS AND EXPENDITURE	49
„ L.—EXPENDITURE FOR FINANCIAL YEAR, 1900-1901	51
„ M.—STATEMENT OF LOCAL SUBSCRIPTIONS ACCOUNT	54
„ N.—AID GRANTED BY GOVERNMENT TO GRAMMAR SCHOOLS	54
„ O.—LOANS TO GRAMMAR SCHOOLS	55
APPENDICES:—	
A.—GENERAL INSPECTOR'S REPORT...	56
B.—DISTRICT INSPECTORS' REPORTS:—	
MR. PLATT'S REPORT	59
MR. KILHAM'S REPORT	61
MR. CAINE'S REPORT	63
MR. MACGROARTY'S REPORT	66
MR. ROSS'S REPORT	68
MR. KENNEDY'S REPORT	70
MR. HARRAP'S REPORT	73
MR. CANNY'S REPORT	76
MR. GRIPP'S REPORT	78
MR. RADCLIFFE'S REPORT	81
MR. BROWN'S REPORT	84
MR. MUTCH'S REPORT	88
MR. BENBOW'S REPORT	91
C.—REPORTS FROM THE TRUSTEES OF STATE GRAMMAR SCHOOLS	94
D.—EXAMINATION PAPERS:—	
ANNUAL GENERAL EXAMINATION OF TEACHERS AND OTHERS	101
GRAMMAR SCHOOL SCHOLARSHIPS	113

of Queensland, the smallness of the population, and the nature of the occupations of its rural inhabitants render the task almost impossible at any reasonable cost. An effort, however, has been made to reach even the children of the isolated stockman and boundary rider, so as not to leave them wholly without the pale. So far the attempt has been confined to the south-western part of the State, but if the results prove satisfactory the field may be extended. In January, 1901, an itinerant teacher was appointed, and continued his operations throughout the year. He visited 103 places, at which were stationed 113 families, comprehending 498 children, of whom 319 were of school age. The teacher travels in a buggy over a district extending from Hebel to Adavale, and from Hungerford to the Maranoa, and carries with him a supply of books and other portable educational requisites. To 92 families he supplied, at the expense of the Department, what was needed; and with every family he left a schedule or programme of instructions for each child according to his age and capacity, to serve as a guide for the mother, or sister, or other relation whose services were enlisted as teacher. A second year's experience will test more fully the nature of the work, but it is pleasing to be able to report that already in many cases the volunteer teachers are doing creditable educational work in their isolated homes.

upply of rovisional chool teachers.

5. The number of candidates for the office of provisional school teacher during 1901 was 142. These were tested at four quarterly examinations held in January, April, July, and October. The successful candidates at these examinations suffice to meet the calls of the service for teachers in provisional schools. They were required to pass a satisfactory probationary service of six weeks in a State school approved by the Department. Most of the candidates are young women, not less than eighteen years of age and not long from school; and unless the head of the school in which the probation was passed furnished a favourable report as to diligence, intelligence, and aptitude, the candidate was rejected and not admitted to examination. In the absence of any more elaborate system of training teachers for such provisional schools this scheme was found very serviceable, and the results are regarded with satisfaction.

rade promotion f teachers.

6. The board appointed under Regulation 33 to review annually the status of all teachers, recommended for grade promotion 46 male and 71 female teachers. These recommendations were approved and notified in the *Government Gazette* of 4th January, 1902. Each promotion carried increase of salary as from 1st July, 1901. By these 117 promotions additions of salary accrued amounting in all to £1,752.

isit of the uke and uchess of York.

7. The visit of the Duke and Duchess of York was marked by the granting of a holiday for schools during the week ending 25th May, 1901, and the birthday of His Highness was also a holiday for all schools throughout the State. On the occasion of the Duke's stay in Brisbane, a large gathering of school children was held in the Domain, and the Duke and Duchess were present during the rendering of patriotic songs.

chool flags.

8. Following the practice initiated by my predecessor, I continued the free distribution of Union Jacks to schools, where the school committees at their own expense provided suitable flagstaffs. Applications for 350 flags were granted. The first hoisting of the flag was usually attended by a concourse of the parents and neighbours, and on several occasions I was present. It was a great pleasure to me to witness the excellent behaviour and the fine tone and discipline of the children, and to note the intelligent interest which they took in the proceedings. It is hardly to be doubted that the distribution of the flags, and their display on suitable occasions, will serve to foster a healthy spirit of loyalty.

rbor Day.

9. The seasons have been exceedingly unfavourable for Arbor Day operations, and I am sorry to learn that in some parts of the country, especially in the western districts, trees which had been planted in school grounds have perished from want of rain.

chnical struction.

10. Parliament voted the sum of £12,650 for "Grants in Aid of Technical Education" during the financial year 1901-2, subject to the condition that the subsidy shall not exceed £1 for every £1 raised by fees, local contributions, and the like.

In December, 1898, "*The Brisbane Technical College Incorporation Act of* 1898" was passed by the Legislature; but, outside of North Brisbane, in the case of technical instruction generally throughout the State, there is neither statute nor regulation on the subject. Classes for so called technical instruction were in operation mainly in connection with Schools of Arts in Bowen, North Brisbane, South Brisbane, West End, Cairns, Charters Towers, Dalby, Gympie, Hughenden, Mackay, Ravenswood, Rockhampton, Toowoomba, Townsville, and Warwick, and the operations of the institutions have heretofore been conducted without State supervision in any form, except in so far the accounts have been audited annually by officers of the Audit Department. At no time was the work of the colleges inspected. In view of the large subsidies which have been paid by the State towards technical instruction, it was deemed desirable by the Government that the work of the various technical colleges should be inspected. The task was allotted to the inspectors of schools who visited each of these institutions during 1901. The reports of these officers disclosed features which point to the desirableness of providing statutory authority for the regulation of technical instruction throughout the State, and defining the conditions under which endowments shall be paid, and determining generally the relation of technical colleges to the State.

Pending the passing of an Act on this subject and the subsequent framing of regulations, certain provisional rules have been drafted, and these are now under the consideration of the Government.

Inspection of Grammar schools.

11. In pursuance of the provisions of "*The Grammar Schools Act Amendment Act of* 1900," the Governor in Council appointed Mr. Donald Cameron, M.A., formerly head master of the Ipswich Boys' Grammar School, to make an inspection of all the grammar schools during the year 1901. There are ten of these institutions, namely, the grammar schools for boys at Brisbane, Ipswich, Toowoomba, Maryborough, Rockhampton, and Townsville, and the grammar schools for girls at Brisbane, Ipswich, Maryborough, and Rockhampton. Mr. Cameron began the work of inspection on the 31st July, and furnished his report to this Department on the 30th November. The report has been presented to both Houses of Parliament.

Commercial education.

12. The first examination in commercial subjects by the Chamber of Commerce was held in Brisbane on the 1st and 2nd June, 1901. Candidates were examined in English, writing, arithmetic, geography, and history; and prizes and junior certificates were awarded. Departmental assistance was given in connection with these examinations by means of a notification in the *Education Office Gazette*, and a copy of the syllabus of the second examination for these certificates was forwarded to each of the principal schools under the Department, and the head teacher was requested to cause the syllabus to be exhibited in some conspicuous place in the school for the information of the pupils.

Lessons to State school pupils in cookery.

13. In June, 1900, my predecessor decided to make a beginning in the instruction of State school pupils in cookery, and arrangements were made with the Brisbane Technical College whereby a course of instruction was given to 24 girls selected from the metropolitan schools. The course consisted of fourteen lessons each of the duration of two hours. The fees were defrayed by the Department, and each pupil paid for the material used by her. The arrangement was renewed for the year 1901, and the privilege was extended to the State schools in Maryborough, Rockhampton, Townsville, Ipswich, Warwick, and Bundaberg, eight pupils being allotted to each centre outside the metropolis. The results were very satisfactory. The girls attended the classes regularly, showed much interest in the subject, and proved by the results of the various examinations that they had profited by the instruction given, and had apparently derived real benefit from the lessons. There is reason to believe that many parents were induced by this example to send their daughters to the cookery classes, and to pay for their instruction. The Department paid for the instruction of 74 pupils at a total cost of £47 13s.

Teachers' Volunteer Corps.

14. The Teachers Corps comprises three companies—Brisbane, Darling Downs, and Wide Bay—with an establishment of 16 officers and 160 men. From the

enrolment of the first company to the present date, 355 teachers have passed through the ranks of this corps. Six members of the Teachers' Corps volunteered for military service in South Africa, and are reported to have behaved with gallantry in the field. Lieutenant Caskey, an assistant teacher in the Leichhardt Street School, Brisbane, was killed in action at Makari Drift.

His fellow teachers and the pupils have placed a memorial tablet in the Leichhardt Street School; and his comrades and others who knew and esteemed him have erected a handsome monument to his memory in the Toowong Cemetery. Lieutenant Higson, assistant teacher in the South Brisbane school, was shot through the head, but made a wonderful recovery, and is again discharging his scholastic duties.

adet corps.

15. Eight cadet corps, of 80 members each, have been formed at the largest of the boys' State schools. They are officered by teachers, and are under efficient military supervision. The cadets are practised in rifle shooting; and, in order to stimulate them to excel in this duty, a valuable trophy has been offered to be shot for in quarterly competitions by teams of eight cadets, one team from each company. The team that has the highest aggregate in the four competitions will hold the trophy until the next year.

ilitary drill schools.

16. The official drill-book in use in all schools under State control has been revised, and brought into complete accord with the military manuals. The requirements in each class have been defined, and children passing through the six classes of our elementary schools will have the opportunity of learning squad and company drill before ceasing to be scholars.

ew State hools.

17. Thirteen additional State schools were opened during the year—at Amby, Southern and Western Railway; New Farm, Brisbane; Brookville, near Ravenswood; Christmas Creek, near Beaudesert; Cordalba, in the Isis Scrub; Harlaxton, near Toowoomba; Kolan North, near Bundaberg; Logan Village, Beaudesert Railway line; Mulgrave, near Cairns; Raby, near Tiaro; Park Avenue, Rockhampton; Ropely, near Gatton; and Stewart's Creek, near Townsville.

Except at New Farm (Brisbane), Brookville, Harlaxton, Kolan North, Raby, and Park Avenue, a provisional school has in each case been superseded.

hools to be ened.

18. The buildings are complete, and State schools have been opened since the midsummer holidays at Bergen, Chillagoe, Jones Hill, Lake Clarendon, Mount Garnet, Richmond, and Yandina.

nders cepted.

19. Tenders have been accepted for State school buildings at Calliungal North, Eumundi, and Woodstock.

ate schools proved.

20. The establishment of State schools has been approved at Anakie, Bank's Pocket, Merinda, Newmarket (Brisbane), and Woodstock.

ew provisional hools.

21. Thirty-eight additional provisional schools have been equipped and established at the following places:—Beebo, near Texas; Bli Bli, near Nambour; Blyth's Creek, near Roma; Bon Accord, near Gayndah; Braemar, near Brooweena, Gayndah Railway; Broadmount, near Rockhampton; Bullyard, Mount Perry Railway; Colinton, near Esk; College View, near Gatton; Coolgarra, near Irvinebank; Dallarnil, near Degilbo; Dalma Road, near Rockhampton; Einasleigh, near Georgetown; Friezland, near Cloncurry; Geera, Central Railway; Glassford Creek, near Monal; Glenapp and Thulumbah, Upper Logan River; Goondiwindi North; Gowrie Colliery; Gowrie Mountain; Greenmount, Southern Railway; Hebel, near St. George; Highworth and Obi Obi, near Nambour; Ilkley, near Eudlo; Left-hand Branch, near Gatton; Malar, Wooroolin, and Yarraman Creek, near Nanango; Mount Chalmers, Emu Park Line; Palm Tree, near Murphy's Creek; Pine Grove, near Dalby; Quinalow, near Jondaryan; Raceview, near Ipswich; Rosehill, near Warwick; Runcorn, South Coast Line; and Torquay, near Maryborough.

22. Additional half-time provisional schools were opened at Duck Creek (to be worked with the school at Toompine); Woolgar Nos. 1 and 2; Nine-mile and Lavendale, near Yaamba; Redhill and Stanhope, near Roma. A new half-time school at Excel, near Roma, is worked alternately with the school at Springbank, in the place of Bellevue, closed in 1900. New half-time provisional schools.

23. The provisional school at Grass Tree, near Mackay, was reopened 12th August, 1901. Provisional school reopened.

24. Provisional school buildings are under construction, or are already completed, at Bald Knob, Biboohra, Boah Peak, Bony Mountain, Brownlow Hill, Burnett Creek, Dirranbandi, Garradunga, Glenrock, Goomborian, Horse Creek, Jondowaie Creek, Kunioon West, Logboy, Milo, Mount Jones, Riversdale, Skyring's Siding, and Tangorin. Provisional schools under construction.

25. The establishment of provisional schools has been approved at Buccleugh, Emu Creek, near Degilbo, Goode Island, Headington Hill, Kabra, Rockside, Rocky Creek, Tarampa Flat, Targinnie, The Dell, Washpool Creek, and Yarwun. Provisional schools approved.

26. The provisional schools at Cordalba, Mulgrave, Richmond, Ropely, and Stewart's Creek were closed during the year to be replaced by State schools; those at Flat Top, Mount Larcombe, Lappa Lappa, Neardie, Oakview, Punch's Creek, Reid's Creek, Sandy Cape, and Wheatvale were closed during part of the year on account of diminished attendance. Provisional schools closed.

27. The half-time schools at Margoo and Underban, near Kilkivan, were closed at the end of the year, and will be superseded by a centrally situated full-time school at Boonara. Half-time provisional schools closed.

Applications were received for half-time provisional schools at Alderton and Wellsbourne, near Yeulba; and Morinish Nos. 1 and 2, near Rockhampton.

28. Extensive repairs, improvements, or additions were made at 64 schools, particulars of which may be seen in Table I., involving expenditure to the extent of £15,091 8s. 2d. The principal additions to existing accommodation were at South Brisbane (Boys), Dunellan, Golden Gate, Isisford, Ingham, Pittsworth, Ross Island, Townsville North, and Wynnum; new schools were built at Ipswich Central (Boys), and Rockhampton Central (Girls). Repairs, Additions, &c.

29. The accommodation in State schools was increased during the year by 23,694 square feet of floor space, furnished by new State schools, and 10,183 square feet of additions to floor space of existing schools—a total of 33,877 square feet. Allowing 8 square feet of floor space for each child, provision was made for the accommodation of 4,235 additional pupils. The average attendance at State schools increased during the year by 952 as shown by comparing the totals given in Table C for 1900 and 1901. School accommodation.

At the end of the year the total floor space in the State schools was 579,273 square feet, exclusive of verandas; and allowing 8 square feet for each child, the accommodation was enough for 72,409 pupils.

30. Twenty applications for the establishment of new State schools were received and dealt with during 1901. At the end of the year 12 of these applications had been approved, and preliminary action taken to establish the schools; one application was not approved; and 7 were in abeyance pending further inquiry, or awaiting action by the school committee; or have been deferred. Particulars respecting each of these applications are given in Table H appended to this Report. Applications for State schools.

31. Sixty-eight applications for the establishment of new provisional schools were received and dealt with. At the end of the year 19 schools were in course of erection or ready for opening; 14 of these applications had been approved; 5 applications were not approved; and 30 were deferred, or were in abeyance pending further inquiry. The action taken with regard to each of these applications is specified in Table H appended to this Report. Applications for provisional schools.

Status of teachers.

44. From Table F we learn that of the entire teaching staff of the State at the end of 1901, 1,029 adults were classified, and 582 were unclassified, and 699 were pupil-teachers. The number of classified teachers in each rank, and the number of pupil-teachers in each class at the end of the year, are shown in the condensed statement below:—

Sex.	Classified Teachers.				Pupil-Teachers.					
	Class I.	Class II.	Class III.	Total.	Fourth Class (Highest).	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male	19	213	321	553	42	45	57	91	81	316
Female	1	52	423	476	95	63	67	92	66	383
Totals	20	265	744	1,029	137	108	124	183	147	699
Increase for 1901 ...	...	15	56	70	13	...	23	71	...	8
Decrease for 1901 ...	1	...	...	...	...	11	...	...	88	...

Promotions.

45. Of the 1,029 classified teachers 117 received promotion in classification—20 from class to class by examination, and 97 from division to division as a reward of meritorious service. Of the unclassified adult teachers 19 received promotion into Class III.—the lowest rank of classified teachers. Of the 699 pupil-teachers 594 received promotion in the ordinary course of their apprenticeship; 23 teachers of provisional schools have passed the examination for teacher of the third class.

Increase in salaries due to promotions.

46. Excluding the increments to pupil-teachers' salaries (£4,834), the increased annual expenditure consequent on these promotions was £4,235, dating from 1st July, 1901, when the financial year begins. This sum includes the following increases:—(1) To provisional school teachers on being classified and transferred to State schools; (2) to pupil-teachers on being classified; and (3) to classified assistant teachers on account of grade promotion.

Particulars respecting promotions.

47. Particulars respecting promotions made in 1901 appear in the following tables:—

PROMOTIONS FROM CLASS TO CLASS BY EXAMINATION.

Nature of Promotion.	Males.	Females.	Total.	Increased Annual Expenditure Entailed.
				£
From Class II. to Class I.	1	0	1	...
From Class III. to Class II.	15	4	19	252
Into Class III.	49	56	105	2,470
From P.T. 3 to P.T. 4	34	74	108	1,620
From P.T. 2 to P.T. 3	55	43	98	980
From P.T. 1 to P.T. 2	60	62	122	610
From P.T. 0 to P.T. 1	92	88	180	1,624
Totals	306	327	633	7,556

PROMOTIONS FROM DIVISION TO DIVISION FOR MERITORIOUS SERVICE.

Nature of Promotion.	Males.	Females.	Total.	Increased Expenditure Entailed.
				£
From Class I. Division 2 to Class I. Division 1	0	0	0	...
From Class I. Division 3 to Class I. Division 2	1	0	1	...
From Class II. Division 2 to Class II. Division 1	1	2	3	...
From Class II. Division 3 to Class II. Division 2	3	2	5	56
From Class III. Division 2 to Class III. Division 1	12	36	48	798
From Class III. Division 3 to Class III. Division 2	13	27	40	664
Totals	30	67	97	1,518

Inspector and in other duties. The total number of schools inspected was 948, of which 431 were State schools and 517 provisional schools; 19 of these schools were examined a second time, and 46 received second inspections. Nineteen provisional schools were not examined for various causes. These were: Cecil Plains, Evergreen, Gowrie Colliery, Jondowaie, Lagoon Creek, Mocatty's Corner, West Haldon, and West Prairie in the Darling Downs district; Colinton and Lockyer in the North-east Moreton district; Oakview in the Maryborough district; Kingumbilla, Redhill, Stanhope, and Wheatvale in the Southern district; Grass Tree in the Kennedy district; Murray Island and Richmond in the Cook district; and Hebel in the Western district. Mr. Gripp, in charge of the Southern district, was on leave of absence through sickness for nine weeks during the year. Messrs. Harrap and Radcliffe were directed to assist him; the former examined 19 schools near Roma, and the latter 10 near the southern border.

The schools at Cordalba, Mount Garnet, Mulgrave, Ropely, and Stewart's Creek appear twice in Table C—as provisional schools in the first half-year and as State schools in the second half-year. The actual number of separate schools open during the year was therefore 967.

Of the 19 schools unexamined those at Colinton, Grass Tree, Hebel, Gowrie Colliery, Oakview, Richmond, Redhill, Stanhope, West Prairie, and Wheatvale were not open continuously throughout the year.

EXPENDITURE.

Expenditure—primary education.

52. The expenditure on primary education was £281,497 0s. 2d. On grammar schools and university education it was £13,526 2s.

Technical education.

53. On technical education, the Pharmacy College, the Museum, and schools of art the expenditure was £17,575 17s. 6d. The whole sum spent in education was £312,747 2s. 2d., being £23,237 9s. more than was spent in 1900.

It will thus be seen that, taking the population as 500,000, the contribution per head for educational purposes is 12s. 6d. per annum.

Gross departmental expenditure.

54. In the following tabular statement the gross departmental expenditure for 1901 is compared with that for 1900:—

Branches of Expenditure.	1900.	1901.	Increase or Decrease.
	£ s. d.	£ s. d.	£ s. d.
1. Primary Education	259,006 10 3	281,497 0 2	22,490 9 11
2. Scholarships and Exhibitions	3,625 1 0	3,526 2 0	*98 19 0
3. Endowments to Grammar Schools	10,000 0 0	10,000 0 0	Nil.
4. Museum and Technical Education	12,443 5 3	13,828 17 11	1,385 12 8
5. Schools of Art—Grants in Aid	3,434 16 8	3,746 19 7	312 2 11
6. Various	1,000 0 0	148 2 6	*851 17 6
	289,509 13 2	312,747 2 2	23,237 9 0

* Decrease.

Increase of expenditure.

55. The following tabular statement gives an analysis of the increase in the expenditure on primary education alone:—

Nature of Increase.	Amount.
	£ s. d.
Salaries and allowances of teachers	16,663 13 11
Inspection	1,556 12 0
School cleaning and incidentals	1,524 10 9
School requisites	1,169 4 8
Administration	1,285 1 11
Provisions other buildings	291 7 8
Total increase	22,490 9 11

Cost of State schools and provisional schools.

56. Of £281,497 0s. 2d., the cost of primary education, £225,138 11s. 1d., must be charged to State schools, and £56,358 9s. 1d. to provisional schools.

Cost of administration.

57. The cost of administration was £6,579 12s. 10d., or 2·1 per cent. of the gross departmental expenditure.

72. The accounts of the various grammar schools are audited yearly by the audit inspectors. Audit of Grammar school accounts

The reports from the trustees of State Grammar Schools will be found in ndix C to this Report.

ORPHANAGES.

73. The report furnished by the Inspector of Orphanages shows that at the of the year 1901 there were 1,820 children under the control of the State, an ase of 90 for the year. The expenditure for 1901 amounted to £23,274 17s. 8d., crease of 1,094 4s. 1d. on the expenditure for the preceding year. State orphans.

The distribution of the children is shown in the following table:— Distribution of State orphans.

——	Inmates.	Boarded Out.	Hired Out, Apprenticed, or Adopted.	At Hospital.	Total.
tina Orphanage and Receiving Depôt ...	20	418	243	2	683
cent's, Nudgee	336	3	158	...	497
Home, Brisbane	16	...	...	...	16
mpton Orphanage	7	79	41	3	130
Park (Central Railway)	200	...	105	...	305
lle Orphanage	108	...	43	...	151
the Good Shepherd, Ormiston ...	15	...	...	...	15
se Retreat, Wooloowin	23	...	...	...	23
	725	500	590	5	1,820

THE MUSEUM.

74. From the report of the trustees of the Museum it appears that there were visitors during 1901—32,168 on week-days and 34,224 on Sundays. The expenditure was £2,354 9s. 7d., showing a decrease of £453 18s. on the diture for 1900. Visitors and expenditure.

APPENDICES.

The tables which follow this Report show in detail the operations of the tment during the year.

The following is a list of the Appendices:—

Report of the General Inspector.
Reports of the District Inspectors.
Reports from the Trustees of State Grammar Schools.
Examination papers given in December, 1901, to candidates for grammar school scholarships, and to teachers and pupil-teachers.

JOHN MURRAY,
Secretary for Public Instruction.

bane, 31st May, 1902.

STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW of PRIMARY SCHOOL OPERATIONS during TWENTY successive YEARS, 1882–1901.

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.									MAINTENANCE.	
		TEACHERS.				PUPIL TEACHERS.		TOTAL INSTRUCTORS.										PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.	BUILDINGS, FURNISHING, RENT, AND REPAIRS.
		Males.		Females.																					
		Masters.	Assistants.	Mistresses	Assistants.	Males.	Females.		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	£ s. d.	£ s. d.
1882 ...	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,543	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891 5 1	13,555 11 0
1883 ...	387	292	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727	12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153 19 9	29,443 2 1
1884 ...	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320 6 3	36,940 9 4
1885 ...	447	333	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55·29	52·51	54·00	71·82	69·30	70·62	122,874 1 0	32,504 8 8
1886 ...	479	358	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761	17,135	15,115	32,250	55·45	53·91	54·71	71·81	69·01	70·25	130,348 15 3	31,450 1 6
1887 ...	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56·92	53·78	55·44	73·78	68·91	71·47	141,169 0 6	36,824 9 2
1888 ...	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58·04	56·81	57·31	74·37	71·66	73·07	151,830 10 6	24,158 7 8
1889 ...	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57·18	55·95	56·46	73·55	71·25	72·45	157,614 2 4	32,219 4 4
1890 ...	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56·05	55·36	55·72	71·24	69·67	70·84	167,138 17 10	35,430 16 8
1891 ...	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,852	29,080	60,962	23,815	21,189	45,004	59·19	57·41	58·34	74·69	72·89	73·82	175,875 6 1	28,145 17 3
1892 ...	657	455	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663	24,268	21,707	45,975	58·64	52·45	58·26	74·37	66·53	73·36	187,964 4 0	11,225 15 7
1893 ...	691	477	185	208	442	60	113	1,485	41,037	37,293	78,330	33,178	30,286	63,464	23,539	20,893	44,432	57·36	56·02	55·46	70·94	68·98	70·01	175,478 18 6	11,608 5 2
1894 ...	698	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,988	29,239	61,227	23,828	21,222	45,050	59·71	58·93	59·34	74·49	72·58	73·58	166,941 6 10	6,596 1 1
1895 ...	738	472	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690	25,542	22,728	48,270	58·81	57·67	58·27	75·39	73·77	74·61	172,934 9 7	13,099 12 4
1896 ...	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	60·24	59·38	59·83	75·76	74·00	74·92	179,202 0 5	14,232 9 7
1897 ...	797	484	176	304	414	165	282	1,825	49,361	45,667	95,028	40,456	37,301	77,757	31,339	28,409	59,748	63·50	62·20	62·87	77·46	76·16	76·84	199,081 0 6	28,190 18 3
1898 ...	844	532	169	304	407	178	314	1,904	51,780	47,317	99,097	41,794	38,273	80,067	30,798	27,498	58,296	59·48	58·11	58·82	73·69	71·84	72·81	211,800 16 5	19,937 14 2
1899 ...	888	553	161	323	412	220	343	2,012	53,855	49,689	103,544	43,605	40,395	84,000	33,231	29,902	63,133	61·70	60·18	60·97	76·21	74·11	75·01	220,510 3 0	28,389 10 7
1900 ...	932	576	168	338	436	296	403	2,217	56,409	51,661	108,070	45,823	42,280	88,103	36,401	32,884	69,285	64·53	63·65	64·11	79·44	77·77	78·64	238,428 18 4	40,228 15 0
1901 ...	972	589	197	357	468	316	383	2,310	57,087	52,206	109,293	46,744	42,766	89,510	37,166	33,266	70,432	65·10	63·72	64·44	79·51	77·78	78·68	256,244 19 10	33,430 10 10

NOTE.—Children under six years of age were not admitted between 1st August, 1893, and 12th October, 1895.

CHILDREN WHOSE EDUCATION IS BEING NEGLECTED.

T. McINTYRE, Registrar.

Table C.

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1901.

SCHOOLS.	ATTENDANCE, 1901.									STAFF OF INSTRUCTORS, 1901.							EXPENDITURE, 1901.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS.																	£ s. d.	£ s. d.	
1. Albany Creek	18	16	34	15	14	29	13	12	25	1	...	...	...	...	...	1	113 17 0	1 13 6	
2. Alberton	47	36	83	38	32	70	30	27	57	1	...	...	1	...	...	2	302 12 7	0 6 6	
3. Aldershot	45	36	81	41	31	72	39	29	68	1	...	...	...	1	1	3	286 11 3	40 2 9	
4. Alfred	27	18	45	21	17	38	16	14	30	1	...	...	...	...	...	1	165 8 5		
5. Allora	139	136	275	122	123	245	95	94	189	1	1	...	1	2	1	6	694 1 10	14 8 0	
6. Alpha	106	110	216	88	87	175	62	59	121	1	...	...	1	...	1	3	439 17 3		
7. Amby	42	25	67	37	19	56	26	13	39	1	...	...	...	...	...	1	172 6 5	60 0 0	Opened 21st Jan., 1901.
8. Apple-tree Creek	75	60	135	70	52	122	60	45	105	1	...	...	...	1	2	4	383 18 0	3 12 0	
9. Aramac	67	62	129	59	52	111	51	41	92	1	...	...	1	...	1	3	370 8 9		
10. Ashgrove	76	54	130	64	40	104	45	25	70	1	...	...	1	...	...	2	383 5 1		
11. Ashwell	54	42	96	47	35	82	38	29	67	1	...	...	...	1	1	3	292 17 9		
12. Aspley	46	34	80	36	35	71	29	26	55	1	...	...	1	...	...	2	313 19 9	2 2 8	
13. Augathella	45	67	112	40	63	103	34	55	89	1	...	...	1	...	1	3	425 14 5	2 15 0	
14. Ayr	71	66	137	59	51	110	47	38	85	1	...	...	...	1	1	3	374 1 8	4 1 6	
15. Bald Hills	73	57	130	63	47	110	53	37	90	1	...	...	...	...	2	3	364 17 0	17 0 0	
16. Banana	26	28	54	26	27	53	22	23	45	1	...	...	...	...	1	2	231 2 5	2 12 0	
17. Barcaldine	198	177	375	161	149	310	126	120	246	1	...	...	2	2	2	7	799 19 3	4 16 0	
18. Barolin	61	45	106	54	40	94	46	35	81	1	...	...	1	...	1	3	318 11 1	31 17 6	
19. Beaudesert	109	96	205	94	77	171	81	61	142	1	1	...	1	1	1	5	543 3 10	15 13 6	
20. Beenleigh	123	141	264	125	143	268	100	114	214	1	1	...	2	2	1	7	702 8 3	4 1 6	
21. Belmont	23	22	45	17	15	32	13	10	23	1	...	...	...	...	...	1	137 8 6		
22. Biarra	26	19	45	25	18	43	22	15	37	1	...	...	...	1	...	2	239 4 0	0 10 0	
23. Biggenden	42	30	72	40	30	70	34	25	59	1	...	...	...	1	...	2	260 5 1		
24. Blackall	112	120	232	91	101	192	68	71	139	1	1	...	...	...	2	4	714 18 9	0 17 6	
25. Black Jack	26	40	66	23	35	58	16	25	41	1	...	...	...	1	...	2	273 2 0	0 7 6	
stone	64	68	132	58	61	119	53	52	105	1	...	...	2	...	...	3	461 3 6	1 12 0	
... ...	33	35	68	28	29	57	22	24	46	1	...	...	...	...	1	2	256 8 10		
... ...	45	51	96	40	44	84	29	31	60	1	...	...	...	1	...	2	266 7 7	81 5 0	
... ...	46	32	78	42	29	71	36	25	61	1	...	...	...	...	1	2	269 7 10	0 6 0	
... ...	141	132	273	120	117	237	92	87	179	1	1	...	1	2	2	7	625 8 9		
. ...	142	101	243	119	82	201	89	63	152	1	...	...	2	...	1	4	437 19 7	9 13 0	
... ...	19	14	33	14	11	25	10	7	17	1	...	...	...	...	...	1	143 3 0	17 10 0	
... ...	139	...	139	108	...	108	86	...	86	1	1	...	...	1	...	3	489 6 2	1 4 0	
[illegible]	28	145	173	19	120	139	15	91	106	...	...	1	...	...	2	3	305 14 0		
... ...	57	38	95	49	30	79	38	21	59	1	...	...	...	...	1	2	280 12 3	7 0 3	
... ...	60	73	133	58	61	114	46	50	96	1	...	...	1	1	...	3	388 5 7	2 0 8	
[illegible]	576	528	1,104	404	432	836	377	351	728	1	2	...	6	5	4	18	1,896 7 10	19 6 6	
[illegible]						[illegible]	[illegible]	[illegible]	[illegible]	1	1		2	1					

	... ...	...	1,696	...	1,696	1,326	...	1,326	1,087	...	1,087	1	12	...	...	17	...	30	3,304	16	0					
	... ...	...	...	1,112	1,112	...	859	859	...	638	638			1	10	...	5	16	1,685	3	0	152	10	0		
	... ...	...	135	118	253	81	72	153	61	50	111	...	...	1	1	...	1	3	404	6	4					
	... ...	...	285	226	511	243	179	422	193	136	329	1	2	...	4	...	2	9	1,105	14	11	1	3	4		
	... ...	...	255	249	504	180	193	373	133	143	276	1	2	...	2	2	1	8	958	10	11	590	12	8		
	... ...	...	741	588	1,329	580	443	1,023	473	354	827	1	4	...	7	5	5	22	2,172	14	5	61	13	3		
	—Boys	...	713	...	713	557	...	557	442	...	442	1	7	...	...	5	...	13	1,863	1	8					
	Girls	...	...	579	579	...	458	458	...	354	354	..	...	1	6	...	4	11	1,172	13	11	39	5	0		
	Infants ...	...	219	201	420	153	134	287	116	99	215	...	...	1	2	...	3	6	538	4	3					
	... ...	...	315	332	647	277	277	554	223	208	431	1	1	...	5	4	2	13	1,179	7	5	357	11	10		
	... ...	...	498	436	934	433	344	777	368	272	640	1	3	...	7	5	1	17	2,024	10	9					
	—Boys	...	337	...	337	263	...	263	220	...	220	1	2	...	...	3	...	6	983	15	8					
	Girls	...	...	347	347	...	274	274	...	204	204	...	...	1	5	...	1	7	755	2	8	47	18	6		
	Infants	...	100	80	180	68	50	118	54	34	88	...	...	1	...	...	2	3	252	17	5					
	Road—Boys ...	...	427	...	427	346	...	346	289	...	289	1	3	...	3	2	...	9	1,170	7	2	60	7	0		
	Girls and Infants	...	144	529	673	103	447	550	78	362	440	...	...	1	7	...	3	11	997	19	5					
	reet—Boys	...	543	...	543	406	...	406	313	...	313	1	3	...	1	6	...	11	1,259	1	10					
	Girls	...	...	541	541	...	416	416	...	320	320	...	...	1	4	...	4	9	863	13	8	43	14	10		
	Infants ...	...	161	199	360	109	98	207	81	69	150	...	...	1	3	...	...	4	471	2	6					
	... ...	...	609	533	1,142	496	438	934	392	332	724	1	2	...	6	5	4	18	1,854	3	11	137	12	2		
	rm	...	501	488	989	396	391	787	324	313	637	1	3	...	7	3	3	17	1,814	2	2	261	10	11	Opened 21st Jan., 1901.	
	...an Park	...	139	134	273	108	102	210	81	78	159	1	1	...	2	1	...	5	551	0	2	4	17	8		
	...ie Terrace—Boys ...	...	562	...	562	456	...	456	366	...	366	1	4	...	...	6	...	11	1,427	13	1					
	„ Girls and Infants ...	...	147	640	787	100	493	593	67	363	430	...	...	1	6	...	4	11	1,134	7	2	17	0	2		
	South—Boys	...	639	...	639	506	...	506	418	...	418	1	3	...	2	6	...	12	1,419	17	9					
	„ Girls and Infants ...	...	126	598	724	81	461	542	58	358	416	...	...	1	5	...	5	11	1,098	7	8	725	8	2		
	... Toowong	...	226	261	487	191	225	416	148	168	316	1	1	...	2	3	2	9	938	11	5	58	13	6		
67.	West End—Boys ...	...	417	...	417	335	...	335	281	...	281	1	3	...	...	4	...	8	1,040	0	10					
68.	„ Girls ...	...	...	394	394	...	319	319	...	256	256	...	...	1	3	...	4	8	699	18	3	64	10	0		
69.	„ Infants ...	...	132	121	253	91	81	172	70	60	130	...	...	1	1	...	2	4	311	9	5					
70.	Woolloongabba—Boys ...	...	605	...	605	497	...	497	427	...	427	1	4	...	...	6	...	11	1,588	12	8					
71.	„ Girls and Infants ...	...	165	714	879	111	587	698	83	468	551	...	...	1	9	...	6	16	1,430	2	4	69	0	0		
72.	Brookfield	...	31	19	50	26	15	41	18	11	29	1	...	...	...	...	...	1	171	16	6					
73.	Brookville	...	60	66	126	58	59	117	49	50	99	1	...	...	1	...	...	2	85	9	11	981	2	0	Opened 18th Sep., 1901.	
74.	Buderim Mountain ...	...	27	33	60	22	29	51	18	24	42	1	...	...	...	...	...	1	206	6	0					
75.	Bulwer	...	19	12	31	16	10	26	14	9	23	1	...	...	...	...	...	1	111	4	1	0	12	6		
	BUNDABERG—																									
76.	Central—Boys... ...	...	286	...	286	235	...	235	192	...	192	1	2	...	...	4	...	7	823	4	1					
77.	„ Girls and Infants ...	...	85	411	496	55	340	395	41	276	317	...	...	1	4	...	4	9	713	17	7	9	14	6		
78.	East	...	157	134	291	135	109	244	119	91	210	1	...	...	3	...	2	6	696	16	8	2	16	3		
79.	North	...	151	115	266	126	100	226	106	84	190	1	...	...	2	2	1	6	582	18	6	20	11	6		
80.	South	...	435	344	779	341	271	612	277	210	487	1	2	...	6	2	3	14	1,520	11	2	45	0	0		
81.	Bundamba, Lower	...	163	154	317	136	123	259	117	99	216	1	1	...	1	2	1	6	826	8	3	1	19	0		
82.	„ Upper	...	17	14	31	15	11	26	11	6	17	1	...	...	...	...	...	1	98	13	0	5	10	0		
83.	Bunker's Hill	...	52	56	108	45	50	95	38	43	81	1	...	...	...	1	1	3	267	5	9	28	1	11		
84.	Bunya	...	13	9	22	13	9	22	11	8	19	1	...	...	...	...	...	1	126	1	9	8	10	0		
85.	Burketown	...	40	24	64	32	19	51	21	12	33	1	...	...	...	...	...	1	230	8	8	12	12	6		
86.	Burnett Heads	...	58	53	111	44	46	90	33	36	69	1	...	...	1	...	...	2	290	12	4					
87.	Burnside	...	29	32	61	21	28	49	15	22	37	1	...	...	...	...	1	2	262	2	7	8	14	0		
88.	Caboolture, North	...	69	77	146	65	66	131	54	55	109	1	...	...	1	...	1	3	365	13	2	59	10	0		
89.	„ South	...	37	45	82	33	35	68	26	27	53	1	...	...	...	1	...	2	258	7	10	14	2	5		
90.	Cairns	...	321	261	582	224	182	406	167	138	305	1	2	...	2	...	4	9	883	4	3	30	14	2		
91.	Calliope	...	53	42	95	46	37	83	38	31	69	1	...	...	...	1	...	2	259	18	7					
92.	Calliope River	...	15	13	28	12	11	23	9	7	16	1	...	...	...	...	...	1	77	10	9					
93.	Campbell's Plains	...	28	30	58	25	25	50	19	20	39	1	...	...	...	...	...	1	177	12	2	61	15	0		
94.	Camp Flat	...	20	11	31	19	10	29	15	7	22	1	...	...	...	...	...	1	115	7	2					
95.	Capalaba	...	12	12	24	10	9	19	6	5	11	1	...	...	...	...	...	1	110	17	0					
96.	Capella	...	47	45	92	42	39	81	34	31	65	1	...	...	...	...	1	2	294	2	11	101	10	0		
97.	Cardwell	...	22	10	32	20	8	28	16	7	23	1	...	...	...	...	...	1	142	1	3	17	12	6		

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1901—*continued.*

SCHOOLS.	ATTENDANCE, 1901.									STAFF OF INSTRUCTORS, 1901.							EXPENDITURE, 1901.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS—*continued.*																			
98. Cattle Creek	19	20	39	16	17	33	12	15	27	1	...	...	...	...	...	1	148 15 5		
99. Cawarral	37	43	80	32	33	65	27	28	55	1	...	...	...	...	1	2	244 0 7	49 5 0	
100. Cedar Creek	22	17	39	21	15	36	13	9	22	1	...	...	...	...	...	1	106 6 9	1 2 0	
101. Charleville	208	214	422	181	173	354	146	131	277	1	2	...	1	3	2	9	918 7 2	2 9 6	
CHARTERS TOWERS—																			
102. Central—Boys	749	...	749	718	...	718	587	...	587	1	6	...	...	9	...	16	2,223 13 9		
103. ,, Girls	...	826	826	...	611	611	...	475	475	...	...	1	6	...	6	13	1,309 17 8	39 14 0	
104. ,, Infants	191	196	387	138	135	273	105	102	207	...	...	1	1	...	3	5	539 15 0		
105. Millchester	207	187	394	173	164	337	129	133	262	1	2	...	2	...	3	8	1,054 17 4	18 8 0	
106. Queenton	761	714	1,475	601	545	1,146	488	421	909	1	5	...	7	7	6	26	2,805 17 5		
107. Richmond Hill	722	671	1,393	588	549	1,137	454	410	864	1	4	...	7	1	8	21	2,391 1 8	1 0 0	
108. Chelona	58	46	104	48	38	86	33	25	58	1	...	...	...	1	...	2	256 15 6	0 9 0	
109. Childers	116	104	220	91	95	186	72	79	151	1	1	...	1	1	...	4	483 8 0	85 17 6	
110. Chinchilla	68	70	138	59	60	119	43	44	87	1	...	...	1	...	1	3	282 5 4	0 5 0	
111. Christmas Creek	38	27	65	32	21	53	22	14	36	1	...	...	...	...	...	1	187 6 5	286 9 0	Opened 21st Jan., 1901.
112. Clermont	165	164	329	119	116	235	88	87	175	1	...	...	2	1	2	6	717 11 11	93 19 0	
113. Cleveland East	31	24	55	20	18	38	13	13	26	1	...	...	...	...	..	1	167 16 1	2 12 6	
114. Clifton	71	73	144	60	63	123	46	48	94	1	...	...	1	...	2	4	393 0 3	0 2 6	
115. ,, Colliery	19	20	39	14	19	33	11	15	26	...	...	1	...	...	...	1	86 12 3	2 10 0	
116. ,, Homestead Area	27	25	52	25	24	49	17	17	34	1	...	...	...	...	...	1	166 8 0	10 0 0	
117. Cloncurry	50	55	105	44	46	90	34	37	71	1	1	...	...	...	...	2	393 9 1	14 12 0	
118. Cometville	23	17	40	21	13	34	17	11	28	1	...	...	...	...	...	1	186 15 9		
119. Condamine	24	29	53	20	23	43	15	16	31	1	...	...	...	...	...	1	165 2 10	2 17 0	
120. Coningsby	40	39	79	32	34	66	23	25	48	1	...	...	...	1	...	2	277 18 4	78 16 6	
121. Cooktown—Boys	170	...	170	142	...	142	122	...	122	1	2	...	...	...	...	3	590 2 6	12 13 9	
122. ,, Girls and Infants	45	170	215	27	137	164	21	115	136	...	...	1	2	...	1	4	369 18 6		
123. Coomera	42	31	73	38	26	64	32	21	53	1	...	...	...	...	1	2	276 0 0	5 6 8	
124. ,, Upper	27	28	55	25	24	49	18	17	35	1	...	...	...	...	...	1	175 5 8		
125. Cooper's Plains	45	37	82	35	29	64	27	22	49	1	...	...	...	...	1	2	246 11 10		
126. Cootharaba Road	61	61	122	52	52	104	42	42	84	1	...	...	1	1	...	3	293 2 9	1 19 6	
127. Copperfield	15	14	29	11	9	20	9	7	16	1	...	...	...	...	...	1	117 6 10	0 10 0	
128. Cordalba	71	78	149	59	70	129	49	59	108	1	...	...	1	1	1	4	405 2 1	991 15 0	Opened 1st Oct., 1901.
129. Craiglie	9	11	20	8	9	17	7	6	13	...	...	1	...	...	...	1	90 1 10		
130. Crosshill	35	23	58	31	21	52	23	15	38	1	...	...	...	...	...	1	165 10 3	2 5 0	
131. Crow's Nest	64	55	119	59	46	105	52	39	91	1	...	...	...	1	1	3	284 7 9	5 11 0	
132. Croydon	258	255	513	220	216	436	185	184	369	1	2	...	1	2	4	10	1,264 0 1	48 17 2	
133. Cumberland	15	15	30	15	15	30	13	14	27	...	...	1	...	...	...	1	133 13 2		
134. Cunnamulla	146	147	293	122	119	241	100	91	191	1	...	...	2	1	2	6	687 5 1	1 5 6	
							57	58	115	1	...	...	2	...	...	3	490 6 3	81 5 0	

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1901—*continued.*

SCHOOLS.	ATTENDANCE, 1901.									STAFF OF INSTRUCTORS, 1901.							EXPENDITURE, 1901.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
195. One-Mile—Boys	515	...	515	420	...	420	346	...	346	1	4	...	...	5	...	10	1,186 11 10	} 42 18 0	
196. „ Girls	...	480	480	...	389	389	...	297	297	...	...	1	4	...	3	8	791 16 9		
197. „ Infants	193	131	324	138	96	234	113	75	188	...	...	1	3	...	2	6	498 18 1		
198. Two-Mile	57	58	115	44	46	90	33	37	70	1	...	...	...	...	1	2	272 2 1		
199. Halifax	67	50	117	56	41	97	39	27	66	1	...	...	...	...	1	2	273 19 1		
200. Harlaxton	108	90	198	93	80	173	82	69	151	1	...	...	1	2	1	5	138 14 11	1,261 16 6	Opened 2nd Sept., 1901.
201. Harrison's Pocket	6	14	20	5	14	19	5	11	16	1	...	...	...	...	...	1	153 14 7		
202. Harrisville	50	45	95	42	36	78	32	28	60	1	...	...	1	...	...	2	328 18 5		
203. Hatton Vale	49	49	98	46	43	89	38	34	72	1	...	...	...	1	1	3	254 13 6		
204. Helidon	61	54	115	47	44	91	34	33	67	1	...	...	...	...	1	2	248 5 0	26 13 0	
205. Hemmant...	58	63	121	50	49	99	37	37	74	1	...	...	...	...	1	2	255 7 6		
206. Hendon	63	55	118	50	46	96	38	36	74	1	...	...	1	1	...	3	380 8 8	92 14 6	
207. Herberton	90	100	190	74	81	155	61	67	128	1	...	...	1	...	2	4	514 12 4	4 17 0	
208. Highfields	66	57	123	54	48	102	44	37	81	1	...	...	...	1	1	3	288 14 10	2 0 0	
209. Hillgrove	17	15	32	15	14	29	12	11	23	1	...	...	...	...	...	1	103 3 3	22 10 0	
210. Hodgson	19	26	45	18	24	42	14	19	33	1	...	...	..	...	...	1	182 5 10	7 1 10	
211. Homebush	52	48	100	45	41	86	34	30	64	1	...	...	...	1	1	3	262 8 0	6 0 0	
212. Howard	128	164	292	112	135	247	94	106	200	1	...	...	2	2	2	7	682 12 7	33 0 6	
213. Hughenden	159	131	290	132	96	228	100	70	170	1	1	...	1	...	2	5	837 18 6	6 9 6	
214. Ilfracombe	42	58	100	35	46	81	27	34	61	1	...	...	1	...	...	2	310 14 5		
215. Indooroopilly	112	87	199	93	72	165	76	55	131	1	...	...	2	...	1	4	519 9 2	12 0 2	
216. Indooroopilly Pocket	50	48	98	44	41	85	36	34	70	1	...	...	...	1	1	3	310 13 11	4 0 0	
217. Ingham	92	101	193	82	85	167	64	68	132	1	...	...	1	...	2	4	418 4 10	528 19 0	
218. Inglewood	34	34	68	31	30	61	23	23	46	1	...	...	...	...	1	2	249 11 9	0 11 6	
IPSWICH—																			
219. Central—Boys	431	...	431	349	...	349	285	...	285	1	4	...	...	3	...	8	1,203 12 5	1,834 9 10	
220. „ Girls and Infants	98	544	642	67	450	517	48	354	402	..	...	1	5	...	4	10	994 0 1	49 11 5	
221. Newtown	253	216	469	218	211	429	183	174	357	1	1	...	5	1	...	8	1,118 0 3	28 18 7	
222. North—Boys	312	...	312	270	...	270	231	...	231	1	1	...	2	2	...	6	743 6 5	} 56 10 6	
223. „ Girls and Infants	100	321	421	69	270	339	54	219	273	...	...	1	5	...	3	9	742 18 9		
224. West—Boys	242	...	242	195	...	195	158	...	158	1	2	...	...	1	...	4	556 9 2	} 35 3 8	
225. „ Girls and Infants	55	209	264	41	175	216	31	134	165	...	...	1	1	...	3	5	388 18 11		
226. Irvinebank	93	76	169	81	68	149	71	57	128	1	...	...	...	...	2	4	477 8 8		
227. Isisford	46	47	93	40	39	79	33	32	65	1	...	...	1	...	...	2	376 2 0	339 12 0	
228. Isis North	30	24	54	27	21	48	22	16	38	1	...	...	...	..	1	2	262 6 4		
229. Jericho	61	47	108	51	40	91	42	31	73	1	...	...	1	...	...	2	329 18 8	69 10 0	

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1901—*continued.*

SCHOOLS.	ATTENDANCE, 1901.									STAFF OF INSTRUCTORS, 1901.							EXPENDITURE, 1901.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
292. Mulgrave	53	52	105	43	41	84	32	29	61	1	...	...	1	...	...	2	87 15 6	821 2 0	Opened 14th Oct., 1901.
293. Mungar	41	31	72	35	24	59	28	19	47	1	...	...	...	...	1	2	231 5 2	17 2 0	
294. Murphy's Creek	25	26	51	22	19	41	18	12	30	1	...	...	...	...	...	1	165 15 0		
295. Muttaburra	60	72	132	49	54	103	41	44	85	1	...	...	1	1	...	3	333 6 1	3 7 6	
296. Nambour	79	69	148	61	57	118	44	38	82	1	...	...	...	1	1	3	325 1 5	2 13 0	
297. Nanango	70	60	130	58	44	102	44	33	77	1	...	...	1	...	...	2	298 2 1		
298. Nerang	58	45	103	46	35	81	35	24	59	1	...	...	...	...	1	2	256 18 5		
299. Normanby	31	32	63	28	28	56	22	22	44	1	...	...	...	1	...	2	295 14 11	11 4 6	
300. Normanton	115	96	211	97	75	172	77	58	135	1	1	...	1	...	2	5	609 7 9	11 4 0	
301. North Branch	5	6	11	5	6	11	4	4	8	...	...	1	...	...	...	1	64 19 8		
302. North Pine	61	55	116	50	48	98	38	37	75	1	...	...	1	1	...	3	369 2 3	4 17 3	
303. Nudgee	60	48	108	52	43	95	42	34	76	1	...	...	...	1	...	2	305 14 0		
304. Nundah	226	256	482	174	198	372	133	153	286	1	1	...	2	2	2	8	1,027 15 11	2 6 6	
305. Oakey Creek	61	57	118	52	51	103	41	37	78	1	...	...	1	1	...	3	304 7 10	101 14 0	
306. Ormiston	17	12	29	16	10	26	14	8	22	...	...	1	...	...	...	1	80 19 6		
307. Owanyilla.	13	11	24	13	10	23	11	8	19	1	...	...	...	...	...	1	97 9 8	13 19 0	
308. Oxley	44	43	87	36	38	74	30	30	60	1	...	...	...	...	1	2	236 19 7	4 9 2	
309. Peak Mountain	52	45	97	42	38	80	34	32	66	1	...	...	...	...	1	2	279 3 0	18 10 0	
310. Pialba	48	63	111	38	52	90	29	41	70	1	...	...	1	...	...	2	296 10 8	2 19 2	
311. Pimpama	20	27	47	19	24	43	14	18	32	1	...	...	...	...	...	1	182 16 1	3 18 8	
312. Pimpama Island	50	47	97	44	40	84	36	33	69	1	...	...	1	...	...	2	278 4 7	1 2 6	
313. Pine Hill	15	21	36	13	20	33	10	17	27	...	...	1	...	...	...	1	103 17 8		
314. Pine Mountain	29	29	58	22	20	42	16	15	31	1	...	...	...	...	...	1	165 14 5	0 5 0	
315 Pinkenba	98	92	190	78	79	157	66	67	133	1	1	...	1	...	1	4	459 19 9	11 15 0	
316 Pittsworth	116	107	223	115	101	216	92	77	169	1	...	...	1	2	1	5	523 6 1	480 14 4	
317. Plainland	46	36	82	42	35	77	31	28	59	1	...	...	...	2	...	3	272 10 6	4 17 0	
318. Plainview	30	27	57	24	24	48	20	20	40	1	...	...	...	...	...	1	209 2 4	1 0 0	
319. Port Douglas	33	53	86	27	45	72	23	37	60	1	...	...	...	1	...	2	367 0 0	9 2 0	
320. Postman's Ridge	16	15	31	13	12	25	8	8	16	1	...	...	...	...	...	1	106 4 7	50 14 0	
321. Pratten	41	34	75	36	33	69	27	26	53	1	...	...	1	...	...	2	316 4 6		
322. Prenzlau	25	30	55	22	27	49	19	23	42	1	...	...	...	...	...	1	217 2 0		
323. Pullen Vale	16	10	26	13	9	22	7	7	14	...	...	1	...	...	...	1	74 18 7	6 16 8	
324. Purga Creek	47	37	84	42	33	75	27	20	47	1	...	...	...	...	1	2	248 15 0		
325. Raby	27	31	58	26	30	56	24	25	49	1	...	...	...	1	...	2	167 0 10	784 1 0	Opened 8th July, 1901.
326. Ramsay	16	20	36	14	18	32	12	14	26	1	..	...	...	...	...	1	144 10 7		
327. Ravenswood	198	173	371	164	139	303	128	109	237	1	2	...	1	2	...	6	885 5 1	56 6 9	
328. Ravenswood Junction	38	46	84	33	37	70	27	30	57	1	...	...	...	1	...	2	275 4 9		
329. Redbank	19	18	37	13	15	28	9	12	21	1	...	...	...	...	...	1	104 9 5		
330. Redbank Plains	28	25	53	25	21	46	19	15	34	1	...	...	...	...	...				

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1901—*continued.*

SCHOOLS.	ATTENDANCE, 1901.									STAFF OF INSTRUCTORS, 1901.							EXPENDITURE, 1901.			Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.		
										Males.		Females.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.					
PROVISIONAL SCHOOLS—*continued.*																	£ s. d.	£ s. d.		
240. Kingbombie	10	10	20	9	9	18	6	6	12	...	...	1	...	...	...	1	65 10 9			
241. King's Tent	5	11	16	4	10	14	4	8	12	1	...	...	...	...	...	1	88 2 8			
242. Kirk River	18	9	27	14	8	22	11	6	17	...	...	1	...	...	...	1	83 19 2			
243. Knapp's Creek	9	12	21	8	10	18	6	6	12	...	...	1	...	...	...	1	79 17 11			
244. Kobble Creek	19	16	35	16	14	30	13	11	24	...	...	1	...	...	...	1	86 11 2	6 4 9		
245. Koorongarra South	8	11	19	8	11	19	7	10	17	...	...	1	...	...	...	1	77 4 6			
246. Kunioon	9	8	17	9	6	15	5	4	9	...	...	1	...	...	...	1	62 8 0			
247. Kynuna	33	18	51	28	16	44	21	12	33	1	...	...	...	...	...	1	152 13 6	12 10 0		
248. Lacey's Creek	15	12	27	14	11	25	10	8	18	...	...	1	...	...	...	1	73 5 10			
249. Lagoon Creek	13	16	29	11	15	26	10	13	23	...	...	1	...	...	...	1	84 1 6			
250. Lagoon Flat	20	18	38	16	16	32	11	12	23	...	...	1	...	...	...	1	74 12 10			
251. Landsborough	24	23	47	22	20	42	18	16	34	1	...	...	...	...	...	1	115 3 2			
252. Lappa Lappa	8	7	15	4	6	10	2	4	6	...	...	...	...	...	...	...	53 16 3	...		Closed 28th June, 1901.
253. Laura	17	23	40	14	17	31	13	13	26	1	...	...	...	...	...	1	114 16 10			
254. Lefthand Branch	8	6	14	8	6	14	7	6	13	...	...	1	...	...	...	1	48 12 0	88 17 0		Opened 29th Apr., 1901.
255. Lilyvale	17	13	30	13	10	23	9	7	16	...	...	1	...	...	...	1	77 10 0			
256. Limestone Ridges	12	12	24	10	12	22	7	10	17	...	...	1	...	...	...	1	73 14 5			
257. Linthorpe...	13	13	26	11	11	22	9	8	17	...	...	1	...	...	...	1	72 6 0	...		Formerly called Motley.
258. Littabella Creek	8	7	15	7	7	14	6	6	12	...	...	1	...	...	...	1	72 10 2			
259. Lockyer	15	18	33	10	15	25	7	11	18	...	...	1	...	...	...	1	73 2 4			
260. Logan Reserve	18	20	38	16	18	34	11	13	24	...	...	1	...	...	...	1	83 13 11			
261. Longreach West	20	19	39	13	17	30	9	13	22	1	...	...	...	...	...	1	112 6 6			
262. Lucinda Point	10	12	22	7	9	16	6	8	14	...	...	1	...	...	...	1	89 1 9			
263. Macalister	25	23	48	17	19	36	12	15	27	1	...	...	...	...	...	1	104 12 4			
264. McDonald's Flat	15	11	26	12	7	19	9	5	14	1	...	...	...	...	...	1	102 10 2			
265. McKinlay	18	14	32	14	11	25	12	8	20	...	...	1	...	..	...	1	122 14 0	59 15 0		
266. Macknade	23	26	49	20	24	44	15	17	32	1	...	...	...	...	...	1	126 3 8			
267. Macrossan Bridge	38	41	79	22	26	48	16	20	36	1	1	...	...	...	...	2	136 11 8	121 16 0		
268. Malar	7	5	12	7	5	12	6	4	10	1	...	...	...	...	...	1	23 19 0	74 3 5		Opened 1st Oct., 1901.
269. Maleny	14	12	26	11	8	19	7	5	12	1	...	...	...	...	...	1	92 6 0	6 1 8		
270. Mapleton	13	11	24	12	11	23	9	9	18	...	...	1	...	...	...	1	74 13 9			
271. Marblestone	14	5	19	14	5	19	12	4	16	1	...	...	...	...	...	1	87 15 9			
272. Mareeba Gold Field	16	14	30	12	12	24	9	11	20	...	...	1	...	...	...	1	90 12 4	1 0 0		
273. Maroon	29	20	49	23	18	41	14	12	26	1	...	...	...	...	...	1	103 4 3			
274. Martintown	17	14	31	16	11	27	11	7	18	...	...	1	...	...	...	1	83 6 9			
275. Marton	11	6	17	9	6	15	8	5	13	...	...	1	...	...	...	1				
276. Maudsland	26	14	40	20	10	30	14	7	21	...	...	1	...	...	...	1				

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1901—*continued.*

SCHOOLS.	ATTENDANCE, 1901.									STAFF OF INSTRUCTORS, 1901.							EXPENDITURE, 1901.		REMARKS.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																			
432. Stonehenge	13	16	29	13	14	27	12	13	25	1	...	...	...	...	...	1	139 9 8	218 17 7	
433. Stony Creek	10	6	16	9	6	15	7	5	12	...	...	1	...	...	...	1	74 14 9		
434. Strathane	11	12	23	9	11	20	7	8	15	...	...	1	...	...	...	1	70 4 10		
435. St. Ruth	4	15	19	4	15	19	3	10	13	...	...	1	...	...	...	1	72 6 0		
436. Summer Hill	17	18	35	16	16	32	11	11	22	...	...	1	...	...	...	1	75 16 11		
437. Tambinga Village	33	27	60	25	23	48	18	17	35	...	..	1	...	...	...	1	94 10 7	104 10 0	
438. Table Top	20	17	37	14	11	25	10	8	18	1	...	...	...	...	...	1	131 15 7	110 19 11	
439. Tambourine	15	17	32	12	13	25	9	8	17	...	...	1	...	...	...	1	73 12 10		
440. Tambourine Mountain	6	3	9	5	3	8	4	3	7	...	...	1	...	...	...	1	45 12 4		
441. Taraborah	7	9	16	6	7	13	6	6	12	...	...	1	...	...	...	1	85 12 1		
442. Tate Tin Mines	11	9	20	8	8	16	8	8	16	1	...	...	...	...	...	1	102 18 5		
443. Teebar East	11	12	23	8	9	17	5	6	11	...	...	1	...	...	...	1	72 11 2		
444. Tegege	10	7	17	8	5	13	6	4	10	...	...	1	...	...	...	1	63 11 4		
445. Teutoburg	18	5	23	16	4	20	14	3	17	1	...	...	...	...	...	1	92 18 5	49 3 3	
446. Teviot	13	9	22	10	8	18	7	5	12	...	...	1	...	...	...	1	73 9 10		
447. Teviotville Railway Station	24	22	46	20	22	42	16	18	34	...	...	1	...	...	...	1	92 6 0		
448. The Leap	13	11	24	11	10	21	6	6	12	1	...	...	...	...	...	1	92 8 6		
449. Theresa Creek	7	12	19	5	7	12	3	6	9	...	...	1	...	...	...	1	75 6 3	16 0 0	
450. The Springs	30	11	41	26	7	33	20	4	24	...	...	1	...	...	...	1	93 5 8		
451. Thinoomba	15	11	26	14	10	24	12	8	20	...	...	1	...	...	...	1	69 15 6		
452. Thulumbah	8	9	17	8	8	16	7	7	14	...	...	1	...	...	...	1	26 16 0	64 0 0	Opened 19th Aug., 1901.
453. Tipton	3	8	11	3	7	10	3	6	9	...	...	1	...	...	...	1	52 11 6		
454. Tonk's Camp	9	7	16	6	6	12	5	5	10	...	...	1	...	...	...	1	81 16 7		
455. Toonpan	19	18	37	15	16	31	12	12	24	...	...	1	...	...	...	1	99 7 0		
456. Toorbul	22	10	32	17	9	26	12	7	19	...	...	1	...	...	...	1	91 15 6	22 4 0	
457. Torquay	25	23	48	15	13	28	11	10	21	...	...	1	...	...	...	1	90 4 9	114 14 5	Opened 21st Jan., 1901.
458. Torrens Creek	32	24	56	26	20	46	18	14	32	...	...	1	...	...	...	1	111 9 6		
459. Townson	15	10	25	13	10	23	11	9	20	...	...	1	...	...	...	1	75 10 1		
460. Traveston	15	10	25	14	7	21	9	5	14	...	...	1	...	...	...	1	72 18 7		
461. Traveston Siding	23	17	40	19	16	35	16	14	30	...	...	1	...	...	...	1	92 2 5		
462. True Blue	19	14	33	16	11	27	13	9	22	1	...	...	...	...	...	1	135 6 3	0 5 0	
463. Tryphinia	10	16	26	7	11	18	6	9	15	1	...	...	...	...	...	1	93 2 8		
464. Ulam South	10	3	13	9	3	12	6	3	9	...	...	1	...	...	...	1	62 8 0		
465. Ulam Upper	14	5	19	9	5	14	7	4	11	1	...	...	...	...	...	1	90 4 3		
466. Upper Forest Springs	10	11	21	10	11	21	8	9	17	...	...	1	...	...	...	1	73 2 11		
467. Upper North Pine	40	43	83	34	35	69	25	25	50	1	...	...	1	...	...	2	151 2 2		
468. Urandangie	6	8	14	5	7	12	5	7	12	...	...	1	...	...	...	1	69 4 8		
469. Veresdale Scrub	24	25	49	21	22	43	17	19	36	1	...	...	...	...	...				
470. Victoria Plantation	28	25	53	22	21	43	17	15	32										

476. Warooby	17	27	44	14	25	37	10	10	20	...	...	1	...	...	...	1	82	15	6				
477. Watawa	42	35	77	38	32	70	30	26	56	1	...	...	1	...	...	2	190	19	1	11	4	0	
478. Welcome Pocket	18	8	26	15	6	21	12	4	16	...	...	1	...	...	...	1	85	13	2				
479. Wellcamp	25	19	44	22	17	39	18	13	31	1	...	...	...	...	...	1	112	10	3				
480. Westbrook	8	17	25	7	13	20	7	10	17	1	...	...	...	...	...	1	94	6	1				
481. Westbury	8	15	23	8	12	20	7	10	17	...	...	1	...	...	...	1	73	14	8	67	9	2	
482. West Haldon	12	12	24	12	11	23	7	8	15	...	...	1	...	...	...	1	73	4	4				
483. West Prairie	10	7	17	10	6	16	9	5	14	...	...	1	...	...	...	1	43	17	11				
484. Wheatvale	10	5	15	10	5	15	7	3	10	...	...	...	...	...	...	...	8	14	3	...			Closed 28th Feb., 1901.
485. Whichello	19	18	37	17	16	33	14	12	26	1	...	...	...	...	...	1	106	14	0	12	10	5	
486. Widgee	10	9	19	10	8	18	8	7	15	1	...	...	...	...	...	1	92	11	9				
487. Widgeegoara	9	6	15	8	6	14	7	5	12	1	...	...	...	...	...	1	116	19	10				
488. Witheren	8	4	12	6	4	10	4	4	8	...	...	1	...	...	...	1	50	8	0				
489. Wollfdene	16	24	40	14	22	36	11	20	31	...	...	1	...	...	...	1	91	2	6	1	1	0	
490. Woodlands	10	26	36	10	24	34	7	17	24	...	...	1	...	...	...	1	83	7	0				
491. Woodstock	39	34	73	32	26	58	20	18	38	...	...	1	...	...	...	1	105	5	6				
492. Woolmar	29	32	61	24	28	52	17	21	38	1	...	...	...	...	...	1	115	18	10				
493. Woondum	16	23	39	14	19	33	11	16	27	...	...	1	...	...	...	1	82	6	0				
494. Wooroolin	7	17	24	6	13	19	5	10	15	...	...	1	...	...	...	1	69	17	0	91	13	3	Opened 18th Feb., 1901.
495. Woowoonga Creek	16	15	31	15	12	27	11	10	21	...	...	1	...	...	...	1	73	2	8				
496. Wright's Creek	19	23	42	15	21	36	10	15	25	...	...	1	...	...	...	1	94	3	8				
497. Wyandra	20	33	53	16	24	40	14	19	33	...	...	1	...	...	...	1	105	2	3				
498. Wycarbah	17	16	33	14	15	29	10	11	21	1	...	...	...	...	...	1	103	18	3				
499. Wyreema	22	38	60	20	36	56	17	30	47	...	...	1	1	...	...	2	148	18	3				
500. Yamsion	8	8	16	7	8	15	5	6	11	...	...	1	...	...	...	1	66	11	7				
501. Yandaran Creek	14	11	25	13	10	23	11	8	19	...	...	1	...	...	...	1	73	15	2	0	5	6	
502. Yandina	34	35	69	24	32	56	17	24	41	1	...	...	...	...	...	1	114	10	2	12	12	0	
503. Yarraman Creek	14	8	22	14	8	22	10	7	17	...	...	1	...	...	...	1	31	0	10	85	3	6	Opened 17th July, 1901.
504. Yelvertoft	9	5	14	6	5	11	5	5	10	...	...	1	...	...	...	1	106	2	7	32	0	0	
505. Yingerbay	15	8	23	13	7	20	10	5	15	...	...	1	...	...	...	1	72	12	11	5	4	0	
HALF-TIME PROVISIONAL SCHOOLS.																							
506. Excel	3	5	8	3	5	8	2	5	7	1	...	...	...	...	...	1	40	7	3	...			Supersedes Bellevue, June, 1901.
507. Springbank	2	2	4	2	2	4	2	2	4														
508. Bloomfield Hills	6	4	10	6	3	9	5	3	8	1	...	...	...	...	...	1	63	19	4				
509. Kingumbilla	4	4	8	4	4	8	3	4	7														
510. Cooper's Creek	6	10	16	5	8	13	4	7	11	1	...	...	...	...	...	1	136	5	0				
511. Windorah	6	9	15	7	6	13	5	4	9														
512. Margoo	13	4	17	13	4	17	11	3	14	1	...	...	...	...	...	1	83	15	8	...			Closed 31st Dec., 1901.
513. Underban	12	2	14	12	2	14	10	2	12														
514. Mount Beagle	2	8	10	1	8	9	1	7	8	...	...	1	...	...	...	1	70	10	3				
515. Wangary	10	4	14	9	3	12	8	2	10														
516. Nellybri	2	7	9	2	5	7	2	5	7	1	...	...	...	...	...	1	106	16	3				
517. Retreat	2	6	8	2	6	8	2	5	7														
518. Pikedale No. 1	1	7	8	1	5	6	1	4	5	1	...	...	...	...	...	1	93	10	8				
519. Pikedale No. 2	7	5	12	7	5	12	6	4	10														
520. Duck Creek	3	14	17	3	12	15	1	9	10	1	...	...	...	...	...	1	112	6	9	...			Opened August, 1901.
521. Toompine	6	3	9	3	2	5	3	2	5														
522. Woolgar No 1, Lower	1	2	3	1	2	3	1	2	3	1	...	...	...	...	...	1	81	11	3	...			Opened June, 1901.
523. Woolgar No. 2, Upper	4	5	9	4	4	8	4	4	8														
524. Nine Mile (Tilpal)	4	2	6	4	2	6	4	2	6	...	...	1	...	...	...	1	29	16	3	...			Opened July, 1901.
525. Lavendale (Tilpal)	4	5	9	4	4	8	3	4	7														
526. Redhill	2	3	5	2	3	5	2	3	5	...	...	1	...	...	...	1	...			...			Opened Nov., 1901.
527. Stanhope	3	2	5	3	2	5	3	1	4														

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1901—*continued.*

SCHOOLS.	ATTENDANCE, 1901.									STAFF OF INSTRUCTORS, 1901.							EXPENDITURE, 1901.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
SCHOOLS AT REFORMATORY AND BENEVOLENT ESTABLISHMENTS.																			
1. Deebing Creek	21	36	57	19	32	51	18	30	48	...	...	1	...	...	...	1	49 18 6		
2. Murray Island	*	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	137 4 2		
3. Myora	14	19	33	12	16	28	10	13	23	1	...	...	...	...	...	1	104 9 2		
4. Westbrook Reformatory	145	...	145	91	...	91	69	...	69	1	...	...	...	...	...	1	...		
TOTALS:—																			
STATE	48,538	44,203	92,741	39,594	36,006	75,600	31,676	28,067	59,743	394	196	47	456	316	383	1,792	211,418 1 8	27,538 14 4	
PROVISIONAL	8,369	7,948	16,317	7,028	6,712	13,740	5,393	5,156	10,549	192	1	309	12	...	...	514	44,535 6 4	5,881 16 6	
BENEVOLENT AND REFORMATORY ESTABLISHMENTS	180	55	235	122	48	170	97	43	140	3	...	1	...	...	...	4	291 11 10		
GRAND TOTALS	57,087	52,206	109,293	46,744	42,766	89,510	37,166	33,266	70,432	589	197	357	468	316	383	2,310	256,244 19 10	33,420 10 10	

* No return of attendance received this year. Teacher under Home Secretary's Department.

THOS. McINTYRE, Registrar.

Table D.

Year.	Gross Enrolment.	Net Enrolment.	Average Daily Attendance.	INCREASE. Gross Enrolment.	INCREASE. Net Enrolment.	INCREASE. Average Daily Attendance.
1892	78,889	70,495	45,975	1,752	2,564	971
1893	78,330	70,445	44,432	*559	*50	*1,543
1894	76,039	67,726	45,050	*2,291	*2,719	618
1895	82,837	74,542	48,270	6,798	6,816	3,220
1896	90,780	81,754	54,316	7,943	7,212	6,046
1897	95,028	85,229	59,748	4,248	3,475	5,432
1898	99,097	88,691	58,296	4,069	3,462	†1,452
1899	103,544	92,120	63,133	4,447	3,429	4,837
1900	108,070	95,310	69,285	4,526	3,190	6,152
1901	109,293	96,891	70,432	1,223	1,581	1,147

* Decrease owing to raising of minimum age from *five* to *six*, and to general financial depression. † Decrease; a year of unusual sickness.

Table E.

Classification of Children.

	Year.	Children. Boys.	Children. Girls.	Children. Total.	Class I. Boys.	Class I. Girls.	Class I. Total.	Class II. Boys.	Class II. Girls.	Class II. Total.	Class III. Boys.	Class III. Girls.	Class III. Total.	Class IV. Boys.	Class IV. Girls.	Class IV. Total.	Class V. Boys.	Class V. Girls.	Class V. Total.	Class VI. Boys.	Class VI. Girls.	Class VI. Total.
Number of Classes in Operation at the close of the year	1892	...	...	...	639	620	657	558	541	603	492	492	559	448	468	526	281	297	348	78	73	112
	1893	...	...	...	681	665	691	618	617	643	574	574	600	489	487	514	385	384	410	153	154	175
	1894	...	...	...	682	665	691	637	636	663	617	615	642	480	479	505	353	352	377	170	171	192
	1895	...	...	...	721	704	731	685	684	711	629	628	655	557	556	583	370	369	395	178	169	191
	1896	...	...	...	752	739	765	688	685	711	675	673	698	576	573	599	393	390	415	177	178	198
	1897	...	...	...	786	769	795	686	686	712	673	672	699	567	566	593	454	454	479	160	166	184
	1898	...	...	...	797	779	806	706	705	733	679	678	706	647	646	674	450	451	477	169	174	193
	1899	...	...	...	855	839	867	764	763	791	729	728	756	689	688	716	525	524	552	201	200	227
	1900	...	...	...	913	898	924	801	801	827	767	767	793	688	688	714	587	587	613	205	208	230
	1901	...	...	...	942	927	951	832	831	858	804	803	830	749	748	775	582	582	608	211	212	235
Average Age in years of the Children enrolled at the close of the year	1892	...	...	...	7·02	7·14	...	9·57	9·53	...	11·38	11·23	...	12·49	12·69	...	13·45	13·56	...	14·36	14·69	...
	1893	...	...	...	7·32	7·21	...	9·57	9·51	...	11·08	11·19	...	12·39	12·42	...	13·00	13·16	...	14·03	14·24	...
	1894	...	...	...	7·47	7·37	..	9·29	9·33	...	11·11	11·04	...	12·41	12·42	...	13·22	13·41	...	14·50	13·90	...
	1895	...	...	...	7·05	7·03	...	9·28	9·21	...	10·30	10·90	...	12·91	12·47	...	13·50	13·50	...	15·75	15·31	...
	1896	...	...	...	6·62	6·88	...	9·16	9·23	...	10·95	10·55	...	12·31	12·25	...	13·46	13·66	...	14·56	14·57	...
	1897	...	...	...	7·00	7·15	...	9·28	9·11	...	10·83	10·77	...	12·98	12·05	...	13·31	13·46	...	14·21	14·66	...
	1898	...	...	...	6·86	7·09	...	9·16	9·13	...	10·86	10·77	...	12·16	12·00	...	13·26	13·37	...	14·29	14·52	...
	1899	...	...	...	6·76	6·98	...	9·20	9·08	...	10·69	10·49	...	12·16	12·15	...	13·41	13·14	...	14·29	14·29	...
	1900	...	...	...	6·82	6·61	...	8·64	8·68	...	10·00	9·9	...	12·00	12·00	...	13·01	13·04	...	14·03	14·00	...
	1901	...	...	...	6·72	6·51	...	8·58	8·56	...	10·00	10·00	...	12·00	12·00	...	13·00	13·06	...	14·00	14·00	...
Average Time in Class, in months, of the Children enrolled at the close of the year	1892	...	...	...	13·43	13·27	...	10·75	11·02	...	13·90	13·90	...	15·62	15·98	...	15·18	15·64	...	11·13	11·90	...
	1893	...	...	...	14·11	13·58	...	9·89	9·71	...	9·66	9·53	...	11·12	11·63	...	10·53	11·08	...	9·75	10·43	...
	1894	...	...	...	13·46	12·91	...	9·24	9·08	...	10·45	10·46	...	11·72	12·10	...	11·99	11·95	...	13·65	13·47	...
	1895	...	...	...	9·18	8·72	...	10·56	10·43	...	10·35	10·24	...	11·16	10·99	...	12·07	12·64	...	12·08	13·77	...
	1896	...	...	...	10·21	9·82	...	10·19	10·09	...	9·78	9·74	...	10·85	10·11	...	9·80	10·45	...	11·96	10·84	...
	1897	...	...	...	12·83	12·4	...	11·41	10·93	...	10·66	10·77	...	10·21	10·12	...	10·91	11·08	...	12·30	13·36	...
	1898	...	...	...	13·13	12·73	...	9·66	9·74	...	10·49	10·54	...	11·13	11·19	...	11·48	11·15	...	11·54	13·69	...
	1899	...	...	...	12·48	12·60	...	10·42	10·32	...	9·84	9·92	...	10·73	10·93	...	11·38	11·21	...	12·24	13·19	...
	1900	...	...	...	12·53	11·80	...	9·51	9·37	...	9·90	10·00	...	10·50	10·60	...	11·32	11·00	...	12·06	12·60	...
	1901	...	...	...	12·36	12·05	...	9·60	9·40	...	10·00	10·02	...	10·00	10·00	...	10·99	11·00	...	13·00	12·09	...

Table E —*continued.*

Classification of Children—*continued.*

	Year.	Children.			Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Children enrolled at the close of the year	1892	31,732	29,339	61,071	14,199	12,777	26,976	6,411	6,225	12,636	4,643	4,149	8,792	3,820	3,671	7,491	2,166	2,073	4,239	493	444	937
	1893	31,172	28,388	59,560	12,689	10,926	23,615	7,005	6,761	13,766	4,952	4,552	9,504	3,517	3,242	6,759	2,226	2,197	4,423	783	710	1,493
	1894	31,104	28,746	59,850	9,661	8,783	18,444	8,677	8,258	16,935	6,377	5,937	12,314	3,532	3,076	6,608	2,127	1,946	4,073	774	795	1,569
	1895	34,457	31,413	65,870	11,399	9,888	21,287	9,507	8,568	18,075	6,869	6,617	13,486	3,965	3,810	7,775	1,982	1,798	3,780	735	732	1,467
	1896	37,450	34,206	71,656	13,231	11,738	24,969	8,555	7,756	16,311	8,066	7,504	15,570	4,648	4,334	8,982	2,250	2,119	4,369	700	755	1,455
	1897	39,480	36,438	75,918	15,190	13,400	28,590	7,547	7,206	14,753	7,422	6,787	14,209	5,597	5,488	11,085	3,025	2,743	5,768	699	814	1,513
	1898	40,016	36,728	76,744	14,224	12,609	26,833	8,310	8,065	16,375	7,371	6,862	14,233	6,079	5,457	11,536	3,220	2,884	6,104	812	851	1,663
	1899	44,829	39,182	84,011	14,823	13,431	28,254	10,534	8,746	19,280	7,334	6,941	14,275	6,213	5,578	11,791	4,970	3,459	8,429	955	1,027	1,982
	1900	45,157	41,572	86,729	15,380	13,952	29,332	9,670	8,953	18,623	8,980	8,385	17,365	5,890	5,633	11,523	3,986	3,510	7,496	1,251	1,139	2,390
	1901	45,395	41,594	86,989	14,304	13,142	27,446	10,055	9,182	19,237	8,935	8,403	17,338	6,707	6,234	12,941	3,960	3,472	7,432	1,434	1,161	2,595
Percentages of the Children enrolled at the close of the year	1892	51·95	48·05	100	44·74	43·54	44·17	20·20	21·22	20·69	14·63	14·14	14·39	12·04	12·51	12·26	6·82	7·06	6·94	1·55	1·51	1·53
	1893	52·33	47·67	100	40·70	38·48	39·64	22·47	23·81	23·11	15·88	16·03	15·95	11·28	11·42	11·34	7·14	7·74	7·42	2·51	2·50	2·51
	1894	51·97	48·03	100	31·01	30·50	30·76	27·85	28·66	28·24	20·49	20·65	20·57	11·33	10·67	11·01	6·83	6·76	6·80	2·49	2·76	2·62
	1895	52·31	47·69	100	33·09	31·44	32·31	27·60	27·28	27·44	19·94	21·07	20·48	11·50	12·14	11·80	5·73	5·73	5·74	2·14	2·34	2·23
	1896	52·11	47·89	100	35·49	34·46	35·00	22·58	22·71	22·78	21·51	21·88	21·70	12·28	12·70	12·47	6·00	6·12	6·05	1·87	2·13	2·00
	1897	52·00	48·00	100	38·47	36·77	37·63	19·11	19·77	19·43	19·11	18·62	18·71	14·20	15·06	14·60	7·66	7·52	7·60	1·77	2·23	2·00
	1898	52·14	47·86	100	35·54	34·32	34·96	20·76	21·96	21·34	18·42	18·69	18·55	15·20	14·85	15·03	8·04	7·84	7·95	2·03	2·32	2·17
	1899	53·36	46·64	100	33·06	34·27	33·63	23·51	22·32	22·95	16·36	17·72	17·00	13·86	14·24	14·03	11·08	8·83	10·03	2·13	2·62	2·36
	1900	52·06	47·94	100	34·07	33·56	33·82	21·41	21·54	21·47	19·88	20·15	20·02	13·04	13·55	13·29	8·83	8·45	8·64	2·77	2·75	2·76
	1901	52·18	47·82	100	31·51	31·36	31·55	22·15	22·07	22·12	19·68	20·22	19·93	14·75	15·00	14·88	8·72	8·17	8·54	3·16	2·79	2·98

The following Table exhibits the Number of Classes Taught during 1899, 1900, and 1901, from a different point of view:—

	Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
	1899. Schools 888.	1900. Schools 933.	1901. Schools 972.	1899. Schools 888.	1900. Schools 932.	1901. Schools 972.	1899. Schools 888.	1900. Schools 932.	1901. Schools 972.	1899. Schools 888.	1900. Schools 932.	1901. Schools 972.	1899. Schools 888.	1900. Schools 933.	1901. Schools 972.	1899. Schools 888.	1900. Schools 932.	1901. Schools 972.
Mixed Classes	827	887	918	736	775	803	701	741	777	661	662	722	497	561	556	174	183	188
Boys' Classes	28	26	24	28	26	27	28	26	27	28	26	27	28	26	26	27	22	23
Girls' Classes	12	11	9	27	26	26	27	26	26	27	26	26	27	26	26	26	25	24
Totals	867	924	951	791	827	858	756	793	830	716	714	775	552	613	608	227	230	235

T. McINTYRE, Registrar.

Table G—*continued.*

Detailed Statement of Schools Opened during the Year, together with such Schools as were Ready f Opening in January, 1902—*continued.*

Localities.	Description.	Cost of Building. £ s. d.	Local Subscriptions received to 31-12-01. £ s. d.	Remarks.
Schools Ready for Opening—				
Bergen	Wood ...	610 0 0	76 8 0 45 12 0	Cash. Allowed for old building.
Chillagoe	„	899 0 0	179 16 0	Cash.
Jones' Hill	„	592 0 0	66 12 0	„
Mount Garnet	„	517 0 0	103 8 0	„
Richmond	„	1,010 7 8	202 1 6	„
Yandina	„	393 0 0	54 12 0 24 0 0	„ Allowed for old building.
Provisional Schools.		Amount of Subsidy.		
Beebo	Wood ...	71 8 0	...	Opened 4-11-01.
Bengalla	„	1 0 0	...	„ 21-1-01.
Bli Bli	„	78 4 0	...	„ 1-4-01.
Blyth's Creek	„	38 16 0	...	„ 21-1-01.
Bon Accord	„	78 16 0	...	„ 16-9-01.
Braemar	„	...	...	„ 1-4-01.
Broadmount	„	140 12 5	...	„ 31-5-01.
Bullyard	„	73 12 10	...	„ 20-5-01.
Colinton	„	98 8 0	...	„ 11-11-01.
College View	„	78 18 0	...	„ 26-8-01.
Coolgarra	„	173 19 7	...	„ 29-4-01.
Dallarnil	„	93 18 8	...	„ 26-2-01.
Dalma Road	„	88 0 0	...	„ 25-2-01.
Kinasleigh	„	130 0 0	...	„ 29-10-01.
Friezland	„	...	...	„ 11-3-01.
Geera	„	104 5 7	...	„ 29-7-01.
Glassford Creek	„	86 11 2	...	„ 25-2-01.
Glenapp	„	87 7 2	...	„ 19-8-01.
Goondiwindi North	„	...	...	„ 21-1-01.
Gowrie Colliery	„	...	...	„ 2-9-01.
Gowrie Mountain	„	84 16 0	...	„ 30-5-01.
Grass Tree	„	...	...	Re-opened 12-8-01.
Greenmount	„	128 8 9	...	Opened 10-9-01.
Hebel	„	101 9 4	...	„ 1-4-01.
Highworth	„	74 8 0	...	„ 27-5-01.
Ilkley	„	83 11 2	...	„ 25-11-01.
Left Hand Branch	„	88 17 0	...	„ **29-4-01.**
Malar	„	73 18 5	...	„ **1-10-01.**
Mount Chalmers	„	93 17 2	...	„ **23-1-01.**
Obi Obi	„	82 18 10	...	„ **18-11-01.**
Palm Tree	„	76 11 0	...	„ **14-10-01.**
Pine Grove	„	83 14 0	...	„ **4-11-01.**
Quinalow	„	105 8 9	...	„ **6-5-01.**
Raceview	„	102 15 2	...	„ **30-8-01.**
Rosehill	„	12 16 0	...	„ **21-1-01.**
Runcorn	„	138 16 6	...	„ **8-7-01.**
Thulumbah	„	64 0 0	...	„ **19-8-01.**
Torquay	„	114 14 5	...	„ **21-1-01.**
Wooroolin	„	90 9 3	...	„ **18-2-01.**
Yarraman Creek	„	85 0 0	...	„ **17-7-01.**
Duck Creek ... ... Toompine	„	...	...	„ **August, 1901.**
Excel superseded **Bellevue** ...	„	...	...	„ **June, 1901.**
Woolgar Lower ... **Woolgar Upper** ...	„	...	...	„ „
Nine-mile (Tilpal) ... **Lavendale (Tilpal)** ...	„	...	...	„ **July, 1901.**
Redhill ... ... **Stanhope**	„	...	...	„ **November, 1901.**
Ready for Opening.				
Bald Knob	Wood ...	63 0 0		
Biboohra	„	107 0 0		
Bony Mountain	„	...		
Boonara	„	80 0 0		
Carrara	„	...		
Glenrock (McIvor)	„	...		
Goomboorian	„	...		
Horse Creek	„	91 16 0		
Jondowaie Creek	„	...		
Kunioon West	„	70 0 0		
Milo	„	...		
Mount Jones	„	68 0 0		
Riversdale	„	76 16 0		
Tangorin	„	...		
Mornish No. 1 and No. 2 ...	„	...		

J. W. C. DRANE, Accountant.

Table H.

ith Particulars, of Schools in Course of Erection, or in reference to which action was taken during the Year 1901.

	Locality or Railway.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
OLS.				£ s. d.	£ s. d.	
...	Central Railway	Wood	35	533 0 0	...	State school to supersede the existing Provisional school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
et	Gympie ...	„	43	...	...	State school approved, but public funds are not available to enable the school to be established during the financial year 1901-2.
orth	Mt. Morgan Railway Line	„	101	1,082 0 0	...	Committee furnished with amended plans and estimates of State school buildings. First estimate, £1,530. Amended estimate, £1,082.
...	...	„	50	899 0 0	179 16 0	State school approved. Buildings in course of erection.
...	North Coast Railway	„	40	425 10 6	55 2 1 *30 0 0	State school to supersede the existing Provisional school approved. Buildings in course of erection.
te	Toowoomba ...	„	40	...	...	The establishment of a State school to supersede the existing Provisional school is deferred owing to the state of the public finances.
Hill	near Clifton	„	42	...	...	The establishment of a State school was abandoned owing to the inability of the residents to raise the necessary local quota; a Provisional school has been approved.
...	Gympie ...	„	50	592 0 0	66 12 0	State school approved. Buildings in course of erection.
don	Gatton ...	„	48	783 16 0	140 15 2 †16 0 0	State school approved. Buildings in course of erection.
	Rockhampton	„	300	...	...	Usual forms of application sent.
...	Herbert River	„	30	939 0 0	...	The establishment of a State school to supersede the existing Provisional school is deferred owing to the condition of the public finances.
...	Bowen ...	„	50	...	...	State school approved to supersede the existing Provisional school. Works Department requested to prepare plans and estimates and to value present buildings for State school purposes. Buildings to be erected when the public finances will admit, and the local quota has been paid.
...	Brisbane ...	„	185	1,250 0 0	...	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
	Bowen ...	„	50	930 0 0	...	The establishment of a State school was abandoned owing to the inability of the residents to raise the necessary local quota; a Provisional school has been approved.
...	*vid* Hughenden	„	64	1,010 7 8	202 1 6	State school approved to supersede the existing Provisional school. Buildings in course of erection.
	North Coast Railway	„	30	...	...	Attendance does not warrant the establishment of a State school to supersede the existing Provisional school.
rub	Beaudesert Railway	„	35	...	...	The establishment of a State school is deferred owing to the condition of the public finances.
...	S. and W. Railway	„	30	...	...	Usual forms of application sent.
...	Northern Railway	„	40	562 0 0	...	State school approved to supersede the existing Provisional school. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Buildings to be erected when the public funds will admit and the local quota has been paid.
...	North Coast Railway	„	52	393 0 0	54 12 0 *24 0 0	State school approved to supersede the existing Provisional school. Buildings in course of erection.

* Allowed for old building.

† Allowed for land.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1901—*continued.*

School.	Locality or Railway.	Prospective Attendance.	Remarks.
PROVISIONAL SCHOOLS.			
Alderton and Wellsbourne	Yeulba	4	Half-time Provisional schools approved; provided that the residents obtain and equip a suitable schoolroom and grant the teacher free board and lodging.
Baffle Creek	near Rosedale, Gladstone Railway	19	Usual forms of application sent.
Bald Knob	near Landsborough	18	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Belle View	Esk	13	Usual forms of application sent.
Biboohra	Cairns	19	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Boah Peak	*viâ* Oakey	29	Provisional school approved. Tender for erection of building accepted by committee.
Bony Mountain	Toolburra North ...	19	Provisional school approved. Buildings in course of erection.
Booyal	*viâ* Childers ...	12	Prospective attendance does not warrant the establishment of a Provisional school.
Boyne Crossing	Gladstone	12	Usual forms of application sent.
Brooweena	Maryborough - Degilbo Railway	12	Usual forms of application sent.
Brownlow Hill	Charters Towers ...	26	Provisional school approved. Arrangements being made for the purchase of a suitable building for school purposes.
Buccleugh	Blackall	11	Provisional school approved; provided the residents obtain and equip a suitable schoolroom and contribute towards the salary of the teacher.
Burgorah South	St. George	15	Inquiry being made whether residents desire a subsidy towards the erection of school buildings. Application made to Lands Department for a school site.
Burnett Creek	Dugandan	17	Provisional school approved. Buildings in course of erection.
Carrara	Nerang	...	Usual forms of application sent.
Chippendall's Range ...	Kilkivan - Nanango Railway	30	Usual forms of application sent.
Clermont Road Range ...	St. Lawrence ...	13	Usual forms of application sent.
Deuchar	Southern Railway Line	32	The establishment of a school is regarded as desirable, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.
Devereaux Creek... ...	*viâ* Mackay... ...	23	Application referred to the District Inspector for report.
Dirranbandi	*viâ* Yeulba	14	Provisional school approved. Buildings in course of erection.
Dulacca	Western Railway Line	16	Usual forms of application sent.
Ebagoolah Gold Field ...	*viâ* Cooktown ...	17	Usual forms of application sent.
Emerald Hill	*viâ* Jondaryan ...	...	Usual forms of application sent.
Emu Creek	near Degilbo ...	15	Provisional school approved. Usual information supplied. Site secured.
Fair Hill Farm	Warwick	25	Usual forms of application sent.
Farnborough	Yeppoon	24	The establishment of a school is regarded as desirable, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.
Ferry Hills	near Gin Gin ...	20	The establishment of a school is regarded as desirable, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.
Garradunga	Johnstone River ...	16	Provisional school approved. Buildings in course of erection.
Gilliat Siding	*viâ* Richmond ...	...	Usual forms of application sent.
Glenrock	near Cooktown ...	15	Provisional school approved. Buildings completed and furnished. School to be opened after summer vacation.
Goode Island	*viâ* Thursday Island	8	Provisional school approved, provided residents obtain and equip a suitable schoolroom and arrange for free board for the teacher.
Goomboorian	*viâ* Gympie	24	Provisional school approved. Buildings completed and ready for inspection.
Guthalungra	Bowen Railway ...	11	Usual forms of application sent.
Headington Hill	near Clifton ...	42	Provisional school approved, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1901—*continued.*

School.	Locality or Railway.	Prospective Attendance.	Remarks.
PROVISIONAL SCHOOLS—*continued.*			
Horse Creek	Nanango	18	Provisional school approved. School completed and ready for opening.
Jondowaie Creek	near Dalby	16	Provisional school approved. School completed and ready for opening.
Kabra	Central Railway ...	24	Provisional school approved. Usual information supplied.
Koorboora	*viâ* Cairns	17	The establishment of a school is regarded as desirable, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.
Kunioon West	Nanango	18	Provisional school approved. Buildings completed. School to be opened after summer vacation.
Logboy	Nanango	18	Provisional school approved. Buildings completed and ready for opening.
Meringandan Creek ...	Meringandan ...	...	Application referred to the District Inspector for inquiry and report.
Milo Station	*viâ* Adavale ...	12	Provisional school approved. Buildings completed. School to be opened after summer vacation.
Morinish No. 1 and No. 2	*viâ* Rockhampton ...	17	Application referred to the District Inspector for inquiry and report.
Mount Bismark	*viâ* Jondaryan ...	...	Application referred to the District Inspector for inquiry and report.
Mount Jones	Nanango	21	Provisional school approved. Buildings completed. School to be opened after summer vacation.
Mount Victoria	near Mount Morgan	15	The establishment of a school is regarded as desirable, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.
Musket Flat	*viâ* Maryborough ...	22	The establishment of a school is regarded as desirable, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.
Riversdale	*viâ* Chinchilla ...	19	Provisional school approved. Buildings completed. School to be opened after summer vacation.
Rockside	*viâ* Gatton	25	Provisional school approved. Committee authorised to accept tender for erection of building.
Rocky Creek	Millmerran	19	Provisional school approved. Committee authorised to accept tender for erection of building.
Scrubby Creek	Charters Towers ...	26	Usual forms of application sent.
Skyring's Siding	near Gladstone ...	17	Provisional school approved. Buildings in course of erection.
Stake Yard Reserve ...	Wallumbilla ...	17	The establishment of a school is regarded as desirable, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.
Surprise Creek	near Winton ...	6	Prospective attendance does not warrant the establishment of a school.
Talgai West	Hendon	12	Prospective attendance does not warrant the establishment of a school.
Tamaree	North Coast Railway	20	Establishment of a school is not warranted in view of the prospective establishment of a State school at Bank's Pocket, which is in the same locality.
Tangorin	*viâ* Hughenden ...	14	Provisional school approved. Buildings completed. School to be opened after summer vacation.
Tarampa Flat	Lowood	26	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Targinnie	Gladstone	26	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
The Dell	*viâ* Rockhampton ...	21	Provisional school approved. Progress is delayed, as the residents are unable to agree as to a site.
Upper Widgee Creek ...	*viâ* Beaudesert ...	20	The establishment of a school is regarded as desirable, but funds are not available to enable a subsidy to be promised during the financial year 1901-2.
Villeneuve	Woodford	6	Prospective attendance does not warrant the establishment of a school.
Waratah	Pittsworth	17	Usual forms of application sent.
Washpool Creek	Wallumbilla ...	26	Provisional school approved. Usual information supplied. Site secured.
Wattlewood	*viâ* Millmerran ...	20	Usual forms of application sent.
Wellsbourne and Alderton	Yeulba	4	See "Alderton."
Yarwun	Gladstone Railway	15	Provisional school approved, provided the residents furnish and equip a suitable schoolroom.

J. D. STORY, Record Clerk.

Table K.—*continued.*

STATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR 1901 (being parts of the Financial Years 1900-1901 and 1901-1902)—*continued.*

RECEIPTS—*continued.*		£	s.	d.	DISBURSEMENTS—*continued.*	£	s.	d.	£	s.
Brought forward	...	312,747	2	2	Brought forward	...			281,497	0
					By SCHOLARSHIPS AND EXHIBITIONS TO UNIVERSITIES—					
					Scholarships to Grammar Schools	1,560	17	0		
					Exhibitions to Universities	912	10	0		
					University Extension ...	100	0	0		
					University Extension, Special Grant for Students	100	0	0		
					Bursaries to Grammar Schools	852	15	0		
									3,526	2
					,, SCHOOLS OF ARTS—					
					Grants in aid	...			3,746	19
					,, TECHNICAL EDUCATION—					
					Brisbane North	3,178	11	3		
					,, South	427	13	5		
					,, West End ...	428	4	6		
					Sandgate	3	0	0		
					Beenleigh	28	2	0		
					Allora—Victoria Institute...	45	19	4		
					Bowen	166	9	9		
					Bundaberg	233	0	0		
					Cairns	10	5	0		
					Charleville	17	6	3		
					Charters Towers	1,292	7	9		
					Dalby	86	17	2		
					Gympie	751	9	3		
					Ipswich	692	3	8		
					Mackay	214	11	0		
					Maryborough	500	0	0		
					Mount Morgan	38	18	3		
					Ravenswood	280	9	6		
					Rockhampton	826	8	3		
					Toowoomba	569	18	6		
					Townsville	1,136	10	3		
					Warwick	175	18	0		
					Howard	13	5	0		
					Stanwell	29	5	6		
					Gin Gin	34	15	3		
									11,181	8
					,, PHARMACY	...			292	19
					,, MUSEUM—					
					Salaries	1,490	4	5		
					Incidentals	484	1	4		
					Library	44	12	10		
					Specimens	85	11	0		
					Exhibition Cases	250	0	0		
									2,354	9
					,, COMMEMORATION MEDALS...	...			148	2
					,, GRAMMAR SCHOOLS—					
					Brisbane (Boys) ...	1,000	0	0		
					,, (Girls) ...	1,000	0	0		
					Ipswich (Boys) ...	1,000	0	0		
					,, (Girls) ...	1,000	0	0		
					Toowoomba	1,000	0	0		
					Maryborough (Boys) ...	1,000	0	0		
					,, (Girls) ...	1,000	0	0		
					Rockhampton (Boys) ...	1,000	0	0		
					,, (Girls) ...	1,000	0	0		
					Townsville	1,000	0	0	10,000	0
	£	312,747	2	2				£	312,747	2

J. W. C. DRANE, Accountant

Appropriation—sub Estimates-in-Chief and Supplementary Estimates	£ s. d.	Head of Service	Expenditure	Unused	Excess
Grammar Schools—					
Estimates-in-Chief					
Ditto					
Ditto					
Supplementary Estimates					
Estimates-in-Chief					
Ditto					
Schedule D					
Ditto					
Ditto					
Ditto					
Ditto					
Ditto					
Ditto					
Ditto					
Ditto					
Ditto					
Schools of Arts—		Schools of Arts			
Estimates-in-Chief		Grants in Aid			
Technical Education—		Technical Education			
Estimates-in-Chief					
Supplementary Estimates					
Estimates-in-Chief		Brisbane North ...			
Supplementary Estimates					
Estimates-in-Chief		Ditto South			
Supplementary Estimates					
Estimates-in-Chief		Ditto West End ...			
Ditto		Bundaberg			
Ditto		Charleville			
Supplementary Estimates					
Estimates-in-Chief		Ipswich			
Ditto		Townsville			
Ditto		Albion Victoria Institute			
Supplementary Estimates		Warwick			
Estimates-in-Chief		Dalby			

Table M.

STATEMENT of LOCAL SUBSCRIPTIONS ACCOUNT for the Year 1901.

RECEIPTS.	£ s. d.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.
To Balance from 1900 ...	4,135 19 2		By Local subscriptions returned—		
„ Contributions during 1901	2,900 19 9			£ s. d.	
„ Interest, 1st July, 1900, to 30th June, 1901	100 6 3		Ithaca Creek ...	2 0 7	
		7,137 5 2	Wellington Point ...	0 10 0	
			Goombungee ...	4 8 2	
			Left Hand Branch ...	27 0 0	
			Emu Creek ...	2 6 0	
			Sunbury ...	0 6 0	
			Lake's Creek ...	26 15 9	
			Milora ...	4 10 5	
			Stonehenge ...	5 5 7	
			Howard ...	1 17 8	
			Broadwater ...	9 5 0	
			Miles	5 18 0	
			Bergen ...	13 12 0	
			Dalma Road ...	3 0 0	
			Monal ...	20 0 0	
			Woombye ...	3 18 9	
			Jericho ...	3 10 4	
				134 4 3	
			„ Consolidated Revenue ...	77 11 6	
			„ Queensland National Bank	199 0 2	
			„ Works Department ...	4,723 15 5	
					5,134 11 4
			„ Balance forward to 1902 ...	...	2,002 13 10
		£7,137 5 2			£7,137 5 2

J. W. C. DRANE, Accountant.

Table N.

STATEMENT showing the AID GRANTED by GOVERNMENT to the existing GRAMMAR SCHOOLS to the 31st DECEMBER, 1901.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31ST DECEMBER, 1900.		DURING 1901.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys)	4,000 0 0	31,021 18 3	...	1,000 0 0	*36,021 18 3
Brisbane (Girls)	4,000 0 0	20,625 0 0	...	1,000 0 0	25,625 0 0
Ipswich (Boys)	5,521 9 6	37,000 0 0	...	1,000 0 0	43,521 9 6
Ipswich (Girls)	4,000 0 0	9,000 0 0	...	1,000 0 0	14,000 0 0
Toowoomba	5,333 15 6	24,000 0 0	...	1,000 0 0	30,333 15 6
Maryborough (Boys)	4,000 0 0	19,333 6 8	...	1,000 0 0	24,333 6 8
Maryborough (Girls)	4,000 0 0	16,750 0 0	...	1,000 0 0	21,750 0 0
Rockhampton (Boys)	4,000 0 0	20,000 0 0	...	1,000 0 0	25,000 0 0
Rockhampton (Girls)	4,000 0 0	8,750 0 0	...	1,000 0 0	13,750 0 0
Townsville	5,200 0 0	12,500 0 0	...	1,000 0 0	18,700 0 0
TOTALS ... ... £	44,055 5 0	198,980 4 11	...	10,000 0 0	253,035 9 11

* Exclusive of amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes—viz., £4,677 0s. 1d.; total, £14,677 0s. 1d.

J. W. C. DRANE, Accountant.

APPENDIX A.

REPORT OF THE GENERAL INSPECTOR.

General Inspector's Office,

Department of Public Instruction,

30th April, 1902.

SIR,—I have the honour to submit to you my Annual Report for the year 1901.

From one year to another there is but little change in the service conspicuous enough to deserve special mention in such a necessarily broad review as it falls to me to make. No one at all interested in education can fail to perceive the unrest that prevails in the educational world; but the discussion of the causes of that disquiet, of the methods and systems by which it is proposed to bring about the calm of the grove amid the whir of wheels, of the differences between opposing camps—the school of culture, and the school of utility, of what the child should be taught, and how he should be educated to make him a good man, a good parent, a good neighbour, a good citizen—such a discussion would take me beyond the scope of a report of this kind. It is my hope, as it is my belief, that the Department will be found able to meet the declared requirements of the people when these are laid before it by the Government of the day, together with the means to procure whatever additional equipment is needed in respect of modern tools, and wise men to use them.

The growth of the Department's operations goes on constantly if not quite at a uniform rate. The average attendance of pupils has doubled in the last fifteen years; and inasmuch as the enrolment has not increased at the same rate, the regularity of the attendance must have improved. To meet the increased attendance the schools are increasing at the rate of a school every seven or eight days on an average throughout the year; but there are many more Provisional schools being established than there are State schools—this year the proportion being nearly three Provisional schools to one State school.

It is only by means of Provisional schools that we can overtake the needs of new settlers; and though the education given in these schools is not always such as we could desire, it is pleasing to observe how well the inspectors are able to report of the instruction imparted and the manners and bearing of the pupils, considering how moderate is the equipment of most of the teachers in respect of attainments, training, and experience. It is not practicable to find at present for these schools a more highly educated kind of teacher.

The number of pupil-teachers, curiously enough, is the same as for the year last preceding, the slight increase in males being exactly balanced by a decrease in females. No doubt the large number of pupil-teachers appointed during the previous two years to meet the large increase in the attendance for those years accounts for the number of pupil-teachers remaining stationary for this year, which is a not unsatisfactory feature of the year's work. The pupil-teachers have passed their examinations well, only a small percentage having failed to go forward a class. The school staffs are thus shown to be growing stronger professionally, and when it is seen that a teacher has been added during the year for every twelve of the increase of attendance, and that the average number of pupils to a teacher all round is thirty, the numerical strength of the school staffs may be regarded as fairly satisfactory.

There has been no desire to interpret rigidly the regulation defining the ratio of staff strength to attendance, especially in large schools with many pupil-teachers, and the Minister has allowed latitude for the appointment in many schools of one or more extra pupil-teachers, for the easement of the routine and to free the hands of the head teachers from being too closely tied to class teaching, in view of their many other duties of supervision and examination and adjustment and general oiling of the bearings, as also to secure promising candidates and to enable the Department to accumulate some spare teachers to meet emergencies.

It is gratifying to note the number of teachers of both sexes who are studying to pass the examination for admission as teacher of the second class. This examination may be passed in instalments, and 162 sat last December, of whom nineteen completed the examination and finally passed. These results are creditable to the teachers concerned, who in their own time and with their own means have pursued their studies to so successful an issue, in addition to their ordinary school duty. The somewhat specialised examination for admission as teacher of the First Class can also be taken up by instalments, and it was completed and passed by five candidates out of twenty-one who sat for various

mathematics showed creditably in the results of the recent annual general examination, with notable improvement in respect of the female examinees, and this advance will probably bring about better teaching of the subject to the upper classes in the schools.

It is noticeable that persons who have at some time been in the service and have left it to better themselves, as they thought at the time, are seeking readmission in greater numbers than in past years. It would therefore appear that the work is not so distasteful or burdensome, or the salary so small as to fail to attract those who by experience know the conditions prevailing under the Department as well as those to be faced in the world outside, and have weighed the one against the other; but I do not know how much of this desire to return to the shelter of the Department may be owing merely to the craving for the comparative security of a Government billet, however small.

Those persons whose daily business does not carry themselves or their thoughts far from a home in the towns or in the more densely-populated parts of the State, where the schools are just as good as there are anywhere of their kind, and the teachers know their business and are doing their work just as well as any teachers of the same sort elsewhere, will be likely to overlook how surely and unrestingly, albeit smoothly and silently, the Department is reaching out so as to keep pace with the advance of settlement as it spreads over the sparsely-peopled spaces of this huge State. It is to be remembered, in comparing administrative results with those of neighbouring States, that areas and populations have also to be compared: for every child we have on an average, within a given area, New South Wales has six children and Victoria twenty-four. Also the way in which the population is distributed must be taken into account. The problem set for us is very different from that which faces South Australia, where the population lies in a pocket, whereas ours flows out in attenuated streams to the utmost limits of the land. One may envy the educational achievements of New South Wales, as shown in the recent report of their conference of inspectors, so admirably conducted and to such practical ends; and one's mouth may water at the prospects of the educational feast of fat things they have there in prospect; but we shall have for some time at least to subsist on sparer fare, as we try to stretch our parliamentary vote to cover the children of those whose calling takes them forth into the remote and isolated places. The itinerant teacher who has been patrolling part of the south-west corner of the State has done much good work in a systematic way at small cost, distributing school material, giving advice, and examining the results of the instruction imparted by the mother, sister, or other relative who has undertaken to teach the younger members of the family. The success of this first experiment of the kind is sufficient to encourage an extension of the plan in other thinly-inhabited areas.

The revisal of the Regulations is nearly finished; and, if there is no unforeseen obstacle, it may be possible to bring the revised edition into operation by the first of July next. The revision has covered the whole scope of the Regulations proper, and of the schedules, appendices, and general instructions to teachers. Many minor alterations have been made. The wording has been made clearer and more definite in places. The programme of instruction for pupils has been adjusted. The work prescribed for admission as pupil-teacher of the First Class has been recast, and the programme of work for pupil-teachers adjusted generally. In schools with only one teacher, the number of subjects to be taught has been reduced. The examination for admission as teacher of the First Class has been modified, under the advice of the professors of Sydney University, who conduct that examination for us. Other points that may be mentioned are the exclusion from school committees of other than British subjects, born or naturalised; the debarring from corporal punishment of girls over twelve years of age; and arrangement for the issue of certificates to pupils educated up to the standard of education.

There is much rivalry among publishers of school books in these days, and of this the Department reaps the benefit in the receipt of samples of new text-books for approval. These are examined as they come in, and from among them selections have been made by which the revised Appendix B will show a list of the newest books suitable for the studies of pupils, pupil-teachers, and teachers, distinction being made between those supplied to schools by the Department and those recommended, but not so supplied.

I have, &c.,
D. EWART, General Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

It is most important that obedience should not be a matter of personal liking for the teacher. It should be recognised as an intelligent submission to a law of their own well-being, of which the teacher is simply the minister. Hence it follows that the head teacher should treat offences against subordinates exactly as he treats similar offences against himself. If this is not done, the life of a conscientious assistant or pupil-teacher will be miserable and the discipline unsatisfactory.

On arriving as strangers in the district, some of the young women sent to take charge of Provisional schools make the mistake of too great kindness and too much familiarity with the elder girls. The result is invariably disastrous. Familiarity breeds contempt, the natural healthy tendency to recognise the teacher's authority is dulled, and the pupils soon learn to neglect, disregard, and even disobey the teacher. In the country districts, for one complaint that the teacher is too exacting, I get a dozen that the teacher is too easy with the children. When taking charge of a school, a teacher should be careful to begin as she means to go on.

Classification.—In 34 schools the highest class was a Sixth, in 37 schools a Fifth, and in 13 schools a Fourth. The percentage of pupils in each class was as follows:—3·8 per cent. in Sixth, 8·5 per cent. in Fifth, 15 per cent. in Fourth, 20·6 per cent. in Third, 21 per cent. in Second, and 30·9 per cent. in First.

The average ages of the pupils in the several classes were:—13·7 years in Sixth Class, 13·2 years in Fifth, 11·9 years in Fourth, 10·5 years in Third, 8·9 years in Second, and 6·7 years in First.

Assuming pupils to be admitted at 5 years of age in accordance with Regulation 105, the age of exit from each class would be 14·5 years from Sixth Class, 13 years from Fifth, 11·5 years from Fourth, 10 years from Third, 8·5 years from Second, and 7 years from First. A comparison of the average ages of the several classes at the time of inspection with the exit ages from the classes as indicated by Schedule V. shows that our schools have not as yet been able to do the work set down in Schedule V. within the time specified. I incline to think, however, that statistics show that average ages are year by year getting a little nearer the standard. We may never attain it, but our efforts to do so will bring their own reward.

In schools having only one teacher, classification often presents practical problems that are perplexing. It is so easy to err either by having too many drafts or too few. At present the tendency to combine classes seems to be uppermost. I often find pupils of widely varying ages and abilities receiving the same lessons. When I examine the classes separately I too often find that the younger and weaker children know nothing, having left all the real work to the higher classes with whom they were combined. Teachers differ much in organizing ability. By means of a clear head, a carefully detailed work book, and excellent discipline, one teacher will keep seven drafts doing appropriate and profitable work, whilst another can obtain his best results only by keeping the number of drafts down to five. As in the matter of distributing the staff, no general rule can be laid down. At best, collective teaching is a compromise in which some waste is unavoidable; and the teacher's aim is to reduce the waste to a minimum.

Instruction.—The teachers are doing their best to keep up to the schedule requirements with varying degrees of success as recorded in the detailed reports of each school. I am satisfied that some advance has been made in most of the schedule subjects. As regards methods I noted occasionally some that were wrong in principle, particularly in lessons in arithmetic. More frequently the methods were right, but there were defects in the application of them. Amongst the pupil-teachers, of whom many are energetic and successful class-teachers, the most common fault was talking too much. Every word used in a lesson beyond what is required is mischievous. Lessons on problems in arithmetic gave disappointing results. Instead of fixing the minds of the pupils on the exact thing required and exercising them on the possible means of attaining it, the lesson was too frequently a blackboard statement of the teacher's knowledge, from which the pupils got little or no benefit.

SCHOOL COMMITTEES.

Except when new schools are projected, I rarely meet members of school committees in their official capacity. Many of the female teachers of Provisional schools have mentioned in grateful terms the assistance they have received from members of the school committee in matters of repairs, school gardens, &c. I find that, except as individuals, members of school committees seldom visit the schools or inspect the school records.

SPECIAL OBSERVATIONS.

Amongst schools in this district that are under the same conditions as to numbers, staff, and circumstances generally, the differences in proficiency and progress are so slight as to be unworthy of mention, and in this General Report I have no distinctions to make.

I have, &c.,

JAS. PLATT,

Senior District Inspector.

The Under Secretary, Department of Public Instruction.

Gomoron, Gowrie Road, Mount Kent, North Branch, Yarranlea, Irvingdale, and Rosalie Plains. Most of those reported for irregularity last year have made a considerable improvement, giving evidence that the cause depended more on the teacher than on the parents. Several parents, however, especially among the German farmers, are very anxious to avoid breaches of the law, and carefully inquire of the teacher whether their children have attended the prescribed sixty days; if assured of this they keep them from school for the rest of the half-year. The teachers report 116 children of school age who are not attending any school.

Classification.—Except in Provisional schools, it is seldom that the classes are too numerous, or exceed two drafts to each member of the staff; but untrained teachers have a weakness for making as many classes as possible, frequently forming a draft for one pupil who would make more progress if placed in the draft below where he would have more competition and receive a greater amount of oral instruction.

The highest class, the Sixth, was found in 23 schools, a Fifth was the highest in 45 schools, and a Fourth the highest in 2 State and 13 Provisional schools. The percentage of enrolment in each class is:—Sixth, 3·4; Fifth, 7·3; Fourth, 16·5; Third, 18·2; Second 23·4; and First, 30·9. A little over half the pupils are found in the first and second classes, which are usually placed in the hands of the weakest teachers, and consequently make the slowest progress. Compared with the standard, the average age is generally one to two years above, but time in class is rarely excessive. For reasons above stated, the highest attainments are usually found in the upper classes, but in the following schools, where proper attention had been given to a judicious distribution of the teaching staff, the highest results were obtained in the lowest classes:—*Drayton*, *Gowrie Little Plain*, *Jondaryan*, *Middle Ridge*, *North Toowoomba* (*Boys*), *Umbirom*, *Wilsonton*, and *Harlaxton*. Writers on school management all agree that the character of a school depends very much upon the state of the junior classes, and that the instruction of the children who compose the junior division is more important than any other function of the school. The lower classes are starved intellectually and neglected in education. "The senior classes are more showy, and with most persons are thought of more importance than the junior; but here, as in many other instances, the humblest work is the most essential. The aim of the teacher should be to have all his classes properly prepared, but especially the junior classes, which constitute the majority."

Instruction.—In State schools, under trained teachers, the methods of instruction are generally appropriate; but in Provisional schools, whose teachers have received no training, proper methods are rarely found. If every untrained teacher would read the "Teacher's Manual of Method and Organization," by Robert Robinson, Inspector of National Schools in Ireland, we should soon see an improvement in the methods of teaching all the ordinary subjects. It is one of the best books for the purpose that I know, and should be in the hands of every teacher, but an ingenious energetic teacher will always succeed better with *bad* methods than an indifferent or bad teacher with the *best*.

Reading.—Good reading was found in the following schools:—Clifton Homestead Area, Yarranlea, Gowrie Little Plain, Gowrie Junction, Wilsonton, Plainview, Umbirom, North Toowoomba (Girls), Jondaryan, Glenvale, North Toowoomba (Boys), Clifton, South Toowoomba (Boys), and Drayton. In only 4 schools did the results fall below moderate. More attention has been given to the preparation of reading lessons, and an improvement has been made, not only in the mechanical parts but also in tone, emphasis, and expression.

Recitation is invariably good where reading is well taught.

Writing gives satisfactory results generally.

Arithmetic is well taught in 14 schools, badly taught in 3, and ranges from fair to very fair in the rest. Mental arithmetic is frequently found to be weak, even in schools where tables, notation, and slate work are satisfactory. More time should be given to this branch than is usually done.

Algebra was taught in 24 schools with moderate results, except in 3 schools, which reached very fair.

Euclid was taught in 20 schools, giving fair results, mostly for memory work. Too much is attempted, and, where much ground had been covered, very little was thoroughly known.

Science.—Agriculture was taught in 13 schools, Grieves' Elementary Mechanics in 10, Geology in 3, and Domestic Economy in 2. As stated above, under Material Organization, no teacher has attempted to make the teaching of agriculture of any practical value. Few have followed the instructions of the Under Secretary, which are printed in the cover of the text-book, viz., "That *specimens* are to be used, wherever possible, in illustration of the subject. The lessons to be made *interesting*, *entertaining*, and *instructive*; and to be *intelligently* appropriated by the class."

There is much agitation at present for technical instruction, and the farmer needs this more than any other workman, as he must be a veritable "Jack of all trades," knowing something of carpentry, smithing, engine-fitting, saddlery, as well as ploughing, sowing, reaping, thrashing, stack-building, and cattle-feeding. As most of the boys in the agricultural districts will ultimately take up farming or dairying as a pursuit, it would be judicious for teachers to give occasional lessons on the different kinds of ploughs and other agricultural implements used on farms, and also to describe the various breeds of dairy cattle, their management, rearing of calves, and the mode of testing milk for cream. Near to each school centre is generally to be found a creamery or cheese factory, where a class could be taken, by arrangement with the manager, to receive practical instruction in milk-testing, recording results, butter and cheese making, &c. To show how necessary such instruction is, I may instance that many offers of employment have to be declined for boys at the Westbrook Reformatory because, although they work on the experimental farm, they are not taught to milk or drive a team.

Home exercises are not excessive in quantity, rarely exceeding an hour's work, and consisting mostly of revision of lessons which have been done in school. Comparing the exercises given in Queensland schools with those in German schools where I have taught, I can safely assert that five times the amount was done by German boys, who learnt English, French, chemistry, and physics in addition to the ordinary school course. With the multiplicity of subjects to be taught in school, it is absolutely necessary that the hours should be lengthened by home exercises, to afford time for revision of back work which cannot be overtaken in school.

Records.—In all State schools but two the records were reported complete and accurate, but they are frequently faulty in Provisional schools, where teachers have had no previous training in keeping them, or are too careless to study the General Instructions issued for their guidance.

Special Observations.—The general condition of the majority of the schools in this district is very satisfactory; and the teachers are thoroughly conscientious, industrious, and painstaking in the discharge of their duties, yet a full inspection is necessary to show where weak points exist in classification, distribution of staff, and methods of instruction, or to give advice and encouragement when needed to stimulate to increased effort. All earnest teachers feel that an inspector sympathises with them in their work and has the same aim as themselves in endeavouring to secure the best possible results. A partial examination would defeat this aim. It is gratifying to notice that most of the teachers are beginning to recognise the benefits of detailed inspection, and are willing to render every assistance as well as to appreciate any advice given for the improvement of their schools.

I have, &c.,

J. KILHAM, District Inspector.

The Under Secretary, Department of Public Instruction.

In so large a number of teachers it might be expected that there would be a great difference in natural ability, training, and practical efficiency, and there is. An examination and inspection of the schools plainly discloses this. The intelligent and zealous teacher always succeeds. The teacher who is not in thorough earnest, however well qualified otherwise, as surely fails. Zeal for the welfare of the school on the part of the head teacher is contagious; the other teachers, and even the pupils are soon affected, and only the incorrigibly half-hearted do their work in a perfunctory manner.

Many of the head teachers in both State and Provisional schools are working industriously, intelligently, and effectively. Of course, there are a few that cannot be spoken of in such favourable terms. The assistant teachers in the State schools, the majority of whom are female teachers, are, as a body, working conscientiously and zealously, and with very satisfactory results.

Pupil-teachers are employed in the State schools only. Of their diligence in study and of their usefulness and efficiency as teachers, head teachers, with one or two exceptions, report in favourable terms. Where the pupil-teachers are carefully and well trained, it is seldom that they fail to give their teachers satisfaction. It is to be regretted that in some cases head teachers report that criticism lessons are not regularly given by their pupil-teachers, as this is an essential part of their training. The pupil-teachers' home exercises are generally useful and suitable as far as they go; but two defects were sometimes seen: no exercises were given on some subjects of the course, and some exercises were almost unintelligible through not being preceded by the questions.

Judging by the examination papers on different subjects written of late years by all the pupil-teachers, many of these young people are being taught satisfactorily, but it is equally clear that there are many who are of moderate ability or whose instruction has been imperfect; and one is forced to the conclusion that a year's sound instruction after they have completed their apprenticeship would be very beneficial to all.

Attendance.—Particulars respecting the attendance of pupils in the State and Provisional schools are given in the subjoined table:—

	State Schools.	Provisional Schools.
On roll at time of inspection	4,156	... 943
Number examined	3,554	... 774
Average attendance for month preceding inspection	3,454·6	... 765·7
On roll at end of quarter preceding inspection	4,300	... 978
Attendance four days out of five in quarter preceding inspection	2,787	... 569
The attendance four days out of five is the following percentage of enrolment	64·8	... 58·1

It will be seen that the number of pupils on the rolls of the State schools at the time of inspection was 4,156, and the number examined 3,554. The corresponding numbers in the Provisional schools were 943 and 774. For the month preceding inspection the average attendance at the State schools was 3,454·6, and at the Provisional schools 765·7. The number examined at a school is often more than the average attendance. It is not unusual for children who have been irregular for a long time to make their appearance at school during the inspection. A child reads badly or does not know his tables, and the teacher explains that the boy seldom comes to school and has come to-day only because he heard that the inspector was at the school yesterday and is likely to be again to-day. This is of common occurrence. Teachers think it a hardship, and naturally so.

The average number of pupils to each teacher in the State schools is 31·9, and in the Provisional schools 20·1.

In the State schools the number of pupils who attended at least four days out of five during the quarter preceding inspection was 2,787, being 64·8 per cent. of the number on roll, and in the Provisional schools the number was 569, being 58·1 per cent. There is evidently still room for improvement in the attendance.

It is sometimes difficult to account for the difference in the quality of the attendance of schools whose circumstances are very similar. It would almost seem that regularity depended on the prevailing fashion or custom of each school. But closer observation shows that much depends on teachers constantly insisting on regular attendance, so far as they can, and on their efforts to make their schools attractive to the pupils and valued by the parents. Sometimes, of course, such efforts are fruitless, and other means are necessary.

Some teachers say that many children who live more than two miles from school, or are more than twelve years of age, attend irregularly—do not attend the small number of sixty days in the half-year, and that this is mainly because their parents have discovered that they are exempted from compulsory attendance. Some parents take their children from school as soon as they are twelve, although I do not think this is of frequent occurrence. I think the limit of age might be raised to thirteen, and, as many country children live three miles from school, the limit of distance might be somewhat extended, at least for children of ten years and upwards.

The six State schools which showed the most regular attendance were Bundamba Lower, Seventeen-mile Rocks, Biarra, Blackstone, Albany Creek, and Deep Creek; and the six Provisional, Elgin Vale, Coal Creek, Yarraman Creek, Kunioon, Armstrong Creek, and Moombra.

Government.—The order and general discipline of both State and Provisional schools, except in the case of a few, varied from *very fair* to *excellent*, and in most of them the discipline was quite satisfactory. It was strict and effective without being unduly harsh.

Classification.—As a rule the average age of pupils in the different classes is satisfactorily low, and the instruction given is consistent with the course laid down in the schedule. Teachers appear to find a difficulty in keeping down the number of drafts, but it is being done more satisfactorily than formerly.

There was a Sixth Class in 18 State schools out of 43, and in 4 Provisional schools out of 37. In 15 Provisional schools the highest class was a Fifth.

Promotions are made with satisfactory frequency in most cases. When they are not, the omission is specially noted. Indeed, in the Provisional schools it is not unusual to find children in the Sixth and Fifth Classes who have been promoted too soon. The average age of the pupils of the Fifth Class in the State schools is 13·1 years, and in the Provisional schools it is less, 12·9.

Instruction.—The reading continues to be fluent. The expression is seldom really good, but the enunciation is generally distinct. It is surprising how imitative children are, and how ready they are to copy the senior children. If a monotonous dropping of the voice occurs in the reading of the upper classes, as it does in some country schools, it will be found in the lower, and clear and distinct utterance by the seniors is noticeably imitated by the juniors.

Oral spelling is generally satisfactory, written spelling being less so. In the lower classes particularly there should be plenty of practice in transcription, dictation being given less often. In State schools the subject matter of the reading lessons is fairly well understood, but in the Provisional schools it is often a weak subject. It is not surprising, for the children see and know so little besides the immediate bush surroundings, in which, however, I find they take an intelligent interest.

The copy books are generally neat and clean, and the writing is satisfactory. In most schools of this district the Federal copy books, which contain the original style of writing, and avoid the numerous defects that are now being introduced by competing publishers, are used with the best results. There are two points to which it is necessary that the attention of some teachers should be drawn: (1) The need of an advanced, free small hand in the Fifth Class, and (2) the fact that the blackboard copy for a First Class should be within *ruled* lines, if it is to be a satisfactory model for children writing on ruled slates.

Considering all the circumstances, arithmetic is taught fairly well; but there is much room for improvement in this subject in the upper classes, where I wish there was twice as much time available for it. It appears to me to be the most important subject of the Fifth Class course. It has been well called "the mathematics of the elementary school." The arithmetic of the Fifth and Sixth Classes provides excellent mental training, if properly taught, which, however, is not always the case. Simple interest, for instance, should not be worked by formulæ which the pupils do not know how to obtain and which they will very soon forget, but by proportion, which will enable them to really understand it, and which practically can never be forgotten. On this point Gladman says:—"Simple and Compound Interest, Percentages, Stocks, Discount, Partnership, and other similar rules should be taught as cases of the 'Rule of Three.'"

There is nothing very new to say regarding the instruction in geography, grammar, and history. I am still of opinion that in the teaching of these subjects books should be more largely used. Each boy should have a text-book and prepare lessons at home which should be tested, taught, and explained in school. These lessons could be given on nights when written exercises are not required.

The work done in Euclid and algebra was generally less than the schedule requirements. Some little progress has been made in the mechanical work of algebra, but little in Euclid. Few appear to see what a proof is. The hypothesis and what is to be proved are often not known, and generally what is to be done is not clearly kept in view. The Fifth or Sixth Class boy finds reasoning to be very difficult, whether it is that of Euclid or of the natural philosophy of Grieve's books, but it is to be hoped that teachers will not be discouraged and relax their efforts to cultivate in their pupils the reasoning faculty, which may in future years be of such great value to them.

The instruction and general condition of the schools, State and Provisional, may be described as varying from *moderate* to *very good*, and, on the whole, very fairly satisfactory.

The average percentage of results in the State schools was 60·8, and in the Provisional schools, 57·6.

The following schools deserve special mention for successful teaching, good discipline, and efficient management:—*State*—Fernvale, Nundah, Enoggera, Bald Hills, Brookfield, Goodna, Bundamba Lower, Seventeen-mile Rocks, Redbank. *Provisional*—Dundas, Elgin Vale, Taabinga Village, Ferndale, Upper North Pine.

I have, &c.,

J. J. CAINE.

The Under Secretary, Department of Public Instruction, Brisbane.

Classification.—As reported last year, the classification in the large schools is generally suitable, and secures, on the whole, good working conditions, but in too many small ones it is unnecessarily minute. In a school where the teacher is single-handed, the number of drafts should not, if at all possible, exceed four. In many instances two or three drafts could readily be combined for tuition in some branches of school work. The schedule requirements have, on the whole, been more than fairly overtaken, the average for all schools being 64·9 per cent.—State schools, 67·6 per cent.; and Provisional, 61·8 per cent.

The number of schools between 50 and 60 per cent. in proficiency was	15
The number of schools between 60 and 70 per cent. in proficiency was	47
The number of schools 70 per cent. or over in proficiency was	7

Including Roman Catholic, Church of England, and schools examined outside my own district, the pupils examined by me during the year numbered 8,462, the enrolment and average attendance being, respectively, 9,514 and 7,925·9.

In *quantity* the attendance of my schools was quite good—80·1 per cent. of the enrolment; State schools, 81·2 per cent., and Provisional schools, 79 per cent. Its *quality*, however, was not so satisfactory, as only 62·3 per cent. of the enrolment attended school four days out of five—the percentages for State and Provisional schools being respectively 62·6 and 61. For 1900, the last three percentages were respectively 62·1, 62·4, and 61·1, from which it may be seen that no appreciable improvement on the somewhat unsatisfactory attendance of last year can be recorded, and this bears out my remarks in my report for 1900 on the operation of the compulsory clauses of our Education Act—"that no material improvement in the regularity of the attendance can take place until the Education Act is amended in the direction of increasing the minimum number of attendances to be made by each pupil, as well as of making the exemption age fourteen years instead of twelve years." As it is now, a child can comply with the requirements of the Act by attending school a little over half the number of school days in the half-year, and, on reaching the age of twelve years, when school work should be of the utmost importance and benefit, cannot be interfered with by the State for absence from school, or for irregular attendance thereat.

Instruction.—A loyal effort is being made by most teachers to cope with the requirements of our schedule, but to successfully do so in all its branches seems to be a task beyond their reach. The three R's., the essentials of a primary school course of instruction should receive very special attention at the hands of teachers and pupils, even if it should be found necessary to neglect more or less other less important branches of the school course.

Reading, which is by far the most useful subject of instruction in our schools—the power of reading being the key to every kind of knowledge—may be said to be well taught so far as mechanical accuracy is concerned, but fluency, taste, intelligence, and expression are not often met with. In the drafts of First Class, due attention to the pauses and a proper grouping of the words are not generally insisted on; the pupils pause after each word, and an unnatural emphasis of the article is often a strange and unmeaning feature in this and other lower classes. In order that their pupils may become *good* readers, teachers must strive to give them an intelligent hold of the subject matter of the lessons read, for, if this is overlooked, not only is the intelligence not trained, but the bulk of the words in the lesson books never become part of the child's stock of words for everyday use. The repetition of the prescribed pieces of poetry—one of the best aids in acquiring a power to read well—in some instances is not much more than a "rhythmic jingle," with little correctness or taste; in some schools, however, the pupils not only *repeat* but *recite* their pieces with almost faultless accuracy, correct modulation, and great general taste.

Writing, from fair to good, is to be seen in most schools. One hindrance to good writing is to be found in the use of short slate pencils by pupils in their ordinary slate work, and another is the want of sufficient care by the pupils to faithfully try to imitate the "copies" set before them, a third being insufficient supervision and criticism on the part of some teachers.

After reading and composition, *Arithmetic* should come in for the greatest share of the teacher's care and attention, but from some cause—probably on account of many calls on his time in less important directions—proficiency in it does not reach a *fair* standard, the mental branch of it falling below even a *moderate* one. Arithmetic in the *concrete* and not in the *abstract* should hold sway. Practical everyday calculations, generally mental, always simple and easy, are not sufficiently in evidence. Apart from its practical usefulness, the great educational value of the effort to follow out even the brief train of thought needed to solve an easy problem in arithmetic can scarcely be over-estimated. In teaching this subject, the use of finger counting and all other mechanical aids should be discouraged at every step. The whole mischief begins in the First Class, but if the addition tables be well mastered, as the child goes on all will be found quite easy.

Grammar, in some of its divisions—accidence, parsing, and analysis—shows somewhat poor results, only a *moderate* standard being reached. In handling this subject the chief aim of the teacher should be to help the pupils to speak and write correctly, which can best be done by rendering the teaching simple, practical, and intellectual. Elaborate and complicated systems of analysis—of little or no use in after life—are out of place in our schools; a simple scheme free from unnecessary technicalities and "ingenious puzzles" is all that is of any real utility.

In object lessons, spelling, drawing, composition, history, English classic, and algebra a standard, which is quite fair, has been reached; while in drill, singing, and needlework the proficiency is quite good. The weakest subject in the school course is Euclid, the proficiency in which is quite indifferent, the time devoted to it being, in most instances, practically wasted—time, too, that could be very profitably employed in mastering an essential subject like arithmetic. On the whole, the progress made by the pupils in their work for the year may be rated more than very fair, it being very good in 17 schools, good in 25 schools, very fair in 21 schools, fair in 1 school, moderate in 1 school, and indifferent in 4 schools.

Two schools were inspected in detail a second time on account of change of teachers, and second visits were paid to 26 schools in order to test in class-teaching, practical drill, and reading teachers and pupil-teachers intending to sit for examination in December, the numbers presenting themselves being—For Class II., 7; for Class III., 17; for P.T. 4, 14; for P.T. 3, 19; for P.T. 2, 18; and for P.T. 1, 25; in all, 100.

Records.—In almost every instance the school records are well, faithfully, and neatly kept.

Three boys and two girls—Kelvin Grove Road (Boys), Leichhardt Street (Boys), Taringa (Mixed), Kelvin Grove Road (Girls and Infants), and Gympie Central (Girls), one each—were successful in gaining Grammar school scholarships at the annual examination held last December.

I have to sincerely thank the teachers of my district for their invariably honest efforts to facilitate my work of inspection, and I would ask them—especially those with little experience in their profession—to try to faithfully carry out the suggestions given them. I conclude in the words of an American school report—"Teachers should constantly bear in mind that education is the end, instruction a means, and knowledge the instrument in the training and development of children. Pupils must be taught to think as well as to know."

I have, &c.,

D. C. MACGROARTY, District Inspector.

The Under Secretary, Education Department.

REPORT OF MR. DISTRICT INSPECTOR ROSS.

Brisbane, January, 1902.

SIR,—I have the honour to submit my Annual Report for 1901.

The district in my charge—West Moreton—remained the same as for the previous year. It includes most of the schools in and around Ipswich, those on and adjacent to the Southern and Western Railway from Ipswich to Murphy's Creek, together with those on the Crow's Nest and Fassifern branch lines. Within those limits are included 54 State schools, 43 Provisional schools, 2 Roman Catholic schools—taught as three departments—1 Church of England school, and a school at Deebing Creek for aboriginal children—making a total of 102 schools. An application for a new Provisional school at Burnett Creek was investigated and approved. New Provisional schools came into operation at College View, Left Hand Branch, and Race View. At Ropely the Provisional school was superseded by a State school. The chief improvements effected during the year were the enlargement and painting at Helidon, and a new playshed and painting at Milbong. At Blantyre, Purga Creek, and Marburg the buildings all require painting, and at the latter place the roof was reported as not being weatherproof. Applications for additions or improvements to the teachers' residence were made from Engelsburg, Templin, Tivoli, and Brassall, at which place, though only a new school, the roof was reported as not being weatherproof. Generally, however, both the schoolhouses and teachers' residences afford sufficient accommodation, and are in good repair. Usually the accommodation at Provisional schools is in excess of the requirements, but at Cawdor, Flagstone Creek, Hessenburg, Monkey Water Holes, Mount Sylvia, and Mount Whitestone, the floor space is overtaxed, the average attendance in each exceeding the proper limits of Provisional schools. Earth closets have, in many places, been substituted for the old cesspits, and where sufficient care is taken to ascertain that a sufficient supply of *dry earth* is provided, and constantly used, undoubtedly the new arrangement is a vast improvement, otherwise the gain is highly problematical. Several instances, however, of gross neglect to make suitable provision have been reported during the year.

The whole of the schools in this district were inspected in detail, 1 State school was so inspected a second time, and second visits were paid to 16 State schools and 1 Provisional school.

The grounds are with few exceptions cleared and securely fenced, and at many places much has been done by tree-planting and flower-growing to render them attractive. The best kept and most attractive State school grounds were those of Tallegalla, Plainland, Ma Ma Creek, and Minden, and those of the Provisional schools at Mount Sylvia, Fordsdale, Hill View, and Lower Coochin are worthy of all praise. Much might be done by teachers at a trifling cost, either of money or labour, to enliven and brighten the interior walls of their schoolrooms, which often present a blank and depressing appearance. The Ma Ma Creek State school is a notable exception in this respect.

The subjoined tables show the strength of the teaching staff, and the classification of the teachers in the State schools:—

Schools.	Head Teachers.		Assistant Teachers.		Pupil-teachers.	
	Male.	Female.	Male.	Female.	Male.	Female.
State Schools	53	1	1	23	27	24
Provisional Schools	18	25	0	0	0	0

CLASSIFICATION OF TEACHERS.

Head Teachers.			Assistant Teachers.		Pupil-teachers.				
Class II.	Class III.	Unclassed.	Class II.	Class III.	Class IV.	Class III.	Class II.	Class I.	On Probation.
17	34	3	1	23	5	4	11	20	11

The unclassified teachers are employed in the smaller unclassified State schools. Provisional school teachers are not classified.

The average attendance in State schools for the month preceding inspection was 3,815·1, and the number of teachers of all classes was 129, or one teacher to an average daily attendance of 29·5. The staff may, therefore, be regarded as fairly strong. The returns furnished by head teachers show that the average *enrolment* taught by a pupil-teacher is 29, or an average daily attendance of about 23. During the past year the relations between the teachers, committees, and parents, have been of a friendly, and often of a cordial character. No complaint necessitating formal inquiry has been made, and, with few exceptions, it has been possible, and a pleasing duty, to report very favourably of the industry and zeal of all classes of teachers. The pupil-teachers, with one or two exceptions, where sufficient care has not been exercised in their selection, are a fine healthy body of young people, who, in physique and energy, will compare very favourably with young people in any other occupation. With very few exceptions, the head teachers speak highly of their diligence and conscientious discharge of duty.

In State schools for the month preceding inspections the enrolment was 4,707, and the average attendance was 3,815·1 or 81· per cent. of the enrolment. In Provisional schools for the same period the enrolment was 1,177, and the average attendance was 948·3 or 80·6 per cent. of the enrolment. The total enrolment of both classes of schools was 5,884, and the average attendance was 4,763·4 or 80·9 per cent. Comparing these figures with the corresponding figures for 1900, there is in Provisional schools an increase in the daily average attendance of 3·8 per cent., but in State schools there is a drop of 2·2 per cent., and for all schools of 1 per cent. For the quarter preceding inspection the enrolment in State schools was 4,906, and the number attending 80 per cent. of the days on which the schools were open, was 58·1 per cent. In Provisional schools the corresponding figures were 1,143 and 55·4 per cent., and for all schools 6,049 and 57·6 per cent. If we regard the average daily attendance as *quantity* and the number attending 80 per cent. of the days on which the schools were open as *quality*, there is a decrease of 1 per cent. in the quantity and of 4 per cent. in the quality of the attendance as compared with that of 1900. There is great diversity in the opinions expressed by teachers in reference to the results of the application of the compulsory clauses of the Education Act. Some assert that the quality of the attendance is improved, and others that there is no resulting improvement, and that, in many instances, the parents are most anxious to limit the attendance of their children to the sixty days' attendance required by the Act, and that children are now more promptly taken away from school when they arrive at the age of twelve years than they were formerly.

REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, February, 1902.

SIR,—I have the honour to submit, as under, my General Report for the year 1901.

DISTRICT.

The Metropolitan District, comprising most of the schools in Brisbane and a few in the suburbs, was again assigned to me for inspection. It includes 28 State and 8 Denominational schools, being the same as in the preceding year, with the addition of the new State school at New Farm.

Owing to lack of time I was unable to inspect more than 26 State and 4 Denominational schools, the balance being temporarily transferred to other inspectors. The total number of children examined by me was, in State schools, 11,269, and in Denominational schools 572, making 11,841 in all.

The work of the year further included the usual duties in connection with the annual examination of teachers, and the inspection of the Brisbane, South Brisbane, and West End Technical Colleges, most of this latter, however, being done outside of the ordinary official hours. My leave of absence amounted to three weeks.

MATERIAL ORGANIZATION.

A much-needed addition has been made to the South Brisbane (Boys) school, and the opening of the school at New Farm has served, as anticipated, to relieve the overcrowding previously existing at the Fortitude Valley schools. The accommodation at the New Farm school itself is, however, altogether inadequate to the present attendance, and it is difficult to see how any of the temporary expedients proposed for the purpose of increasing the space can be adopted without undesirably interfering with the lighting and ventilation. The minimum allowance of inside floor space—8 square feet per pupil—is also fallen short of at Brisbane Central (Boys), Bowen Bridge Road, Eagle Junction (formerly known as Clayfield), Woolloongabba (Boys), Woolloongabba (Girls and Infants), and at East Brisbane, notwithstanding that the original accommodation at the lastnamed school has already been doubled.

While the great bulk of the buildings are in good order and repair, a notable exception is afforded by the school at Breakfast Creek, which needs to be raised, repainted, and generally overhauled.

The supply of furniture and apparatus is mostly sufficient, but in some instances, where additional desks and forms, improvements in the lavatory and closet accommodation, and the like, have appeared desirable, action has been impeded owing to the position taken up by the school committees, who refuse to contribute the proportion of the cost required by the Department in such cases.

With the neatness and care shown in regard to the school furniture and appliances, as well as the surroundings generally, there is usually every reason to be satisfied, though it has very occasionally happened that the cleaners appear to have been somewhat remiss in their duties.

INTERNAL ORGANIZATION.

STAFFS.—The members of the staffs in the 26 State schools inspected numbered at the time of my visit 301, their status being as shown in the following table:—

Status.	Males.	Females.	Total.
Head Teachers.			
Class I.	6	1	7
„ II.	9	6	15
„ III.	0	4	4
Total	15	11	26
Assistant Teachers.			
Class I.	1	0	1
„ II.	8	2	10
„ III.	44	96	140
On probation	0	2	2
Total	53	100	153
Pupil-teachers.			
Pupil-teacher 4	15	22	37
„ 3	14	6	20
„ 2	18	6	24
„ 1	11	13	24
„ 0	14	3	17
Total	72	50	122

From the preceding figures it will be seen that the number of assistant teachers employed was somewhat in excess of that of pupil-teachers, the proportion being about five to four; that there were nearly twice as many female assistants as male; and that, among the pupil-teachers, males were in the majority, amounting to almost 60 per cent. of the whole.

The average number of pupils to each member of the staffs, calculated on the actual daily attendance during the month preceding inspection, was 37, being 2·7 less than in the preceding year. To the ordinary classified number should present no difficulty whatever, but many of the pupil-teachers are very heavily natural course of things the higher drafts of the schools are the smaller—the pupil-teachers, on attainments and experience, are not qualified to take charge of these drafts, and are larger junior ones—and in this connection it may be mentioned that the number of taught by pupil-teachers averaged 43·1.

There have been no changes in the *personnel* of the head teachers of this district, and further acquaintance merely confirms the opinion expressed in my last report as to the high efficiency of most of them, and the strict attention to duty displayed by all. They generally report in favourable terms of the industry and willingness of the members of their staffs, and in only one case has there been any indication of friction between head teacher and subordinates, the lack of good feeling and of harmony in this instance, however, being painfully apparent.

The degree of care and attention bestowed on the training of pupil-teachers in the actual work of teaching varies rather widely in the different schools; in a few the pupil-teachers still seem to be thrown too much on their own resources, but in most some systematic effort is being made for their guidance, and in several (which, however, I do not intend here to particularise) admirable work is being done in this direction. It is not unfrequently asserted that many of our pupil-teachers complete their term of apprenticeship with little general knowledge, their attainments being almost exclusively confined to a more or less thorough acquaintance with the matter of the prescribed text-books, and I am of opinion that for this complaint there is some foundation, but it is impossible to shut one's eyes to the fact that a day's exacting labour in school, and the pressure of the tasks which must be done at home, if the annual examinations are to be successfully attempted, leave probably little inclination, and certainly little leisure, for general reading. The establishment of a training college would undoubtedly afford opportunities for a wider culture than is ordinarily possible under existing conditions, and would be productive of good in other respects.

Attendance.—The number of pupils examined—11,269 in State schools—represented 85·8 per cent. of the number on roll at the time of inspection. The total enrolment at the end of the month before inspection was 13,456, and the average daily attendance during the same period 11,001·2, equal to 81·8 per cent. Out of 13,8[illegible]2 pupils enrolled during the quarter before inspection 8,932 attended at least four-fifths of their school time, the regular attenders thus amounting to 64·7 per cent. of the whole.

The corresponding percentages to those in the foregoing paragraph were for the preceding year 85·4, 82, and 63·6 respectively, the difference between the two years being therefore very slight.

The figures given may be broadly stated as showing that out of every 10 pupils on roll 8 or 9 presented themselves for inspection, that about 8 out of every 10 on roll were usually present, and that nearly two-thirds of the pupils attended at the rate of not less than four out of every five school days - results that seem to me not at all unsatisfactory.

Classification.—Owing to the large size of the schools, and the consequently large number of drafts in each, there is little difficulty in suitably grading the children, and the classification altogether has been very satisfactory. As a rule promotions have been made regularly every six months, or in infant schools at still shorter intervals, and the pupils, with a few individual exceptions, have been found to be qualified for their status.

Of 13,138 pupils enrolled in the State schools inspected, 680 (5·2 per cent.) were in Class VI.; 1,426 (10·8 per cent.) in Class V.; 1,978 (15·1 per cent.) in Class IV.; 2,568 (19·5 per cent.) in Class III.; 2,911 (22 per cent.) in Class II.; and 3,575 (27·2 per cent.) in Class I. Compared with the preceding year, these figures show an increase of ·6 per cent. in Class IV., and ·4 per cent. in Class V., and a decrease of 2·7 per cent. in Class I. The proportion of Class VI. pupils (5·2 per cent. of the total enrolment) is nearly double that obtaining for the colony as a whole (2·76 per cent.) in 1900.

Mainly as an outcome of the fact that a number of children do not begin their attendance until they are considerably more than five years old, and that it is not permitted to retain them in infant schools after the end of the quarter in which they reach the age of seven, I find that whereas the enrolment in the 4 infant schools of the district at the time of inspection was only 642, there were in the adjoining boys' and girls' schools no fewer than 429 pupils still in Class I.—that is engaged in work properly pertaining to the infant schools. In boys' schools alone, there were 398 children doing infant school work.

Records.—As in the preceding year, the records of attendance showed very few and slight errors and omissions, and in most cases commendable attention to neatness was displayed. In the Work Book a happy mean was usually struck between entries on the one hand so vague as to be, to a large extent, valueless, and on the other hand so excessively minute and detailed as to defeat in some measure their own object; and the time-tables were, as a rule, well planned, though at one school it was necessary to report them for the second time as seriously faulty in principle.

School Committees.— I have met scarcely any members of the school committees during the year, but, speaking from the information at my disposal, I can only say that they seem to evince no desire to interfere with the functions that are properly the province of the teachers, and that they manifest a most vigorous and laudable interest in anything appertaining to the improvement of the material surroundings of the schools with which they are connected. It is to be regretted that the deadlock at present existing between them and the Department in regard to the matter of local contributions cannot in some way be ended.

Government.—The discipline, order, and tone are on the whole very praiseworthy. Instances of harshness or want of sympathy as one extreme, and of over-indulgence of pupils as the other, are, it is true, occasionally encountered, but they are exceptional, and in the great bulk of the schools the government is well adapted to inculcate self-reliance, honesty, truthfulness, and courtesy. The conduct of the pupils under inspection is in most cases very satisfactory, and their general behaviour is such as to give me pleasure in meeting them outside school no less than in it.

Instruction.—The schedule requirements in regard to *quantity* of work were remarkably well met, particularly so in respect to mathematics, where in the previous year deficiencies were very common. The *quality* of work averaged *over fair* for the entire district, being fair to very fair in 18 schools, moderate to fair in 8, and below moderate in none. These results are in advance of those of the preceding year, and, taking into account the extensive range of ground and the advanced character of much of the work, are very fairly creditable.

The degree of success with which the various subjects were attempted is indicated by the following percentages:—Home exercises, 71·6; music, 69·5; needlework, 68; drill, 67·2; reading, 65·5; writing, 64·5; drawing, 61·9; geography, 57·7; grammar, 57·1; object lessons, 56·3; arithmetic, 56·2; algebra, 56·2; history, 55·1; Euclid, 46·8.

The remarks in my last report in reference to the individual branches of instruction are still to a large extent applicable. In recitation, however, the increased amount of individual practice given in the lower drafts has resulted in the production of much more pleasing work than formerly. Arithmetic also has made some advance, and it is evident that neatness of arrangement, and, among the younger children especially, good figure-making have been more strictly insisted upon; in several schools, indeed, the mechanical setting-out was most praiseworthy and in such cases it generally appeared that the care shown in this direction was accompanied by proportionate care and thought in regard to the intellectual processes. The proficiency in mental arithmetic is not yet much [illegible]ove indifferent, and I trust that during the current year decidedly better results will be forthcoming in this [illegible]ch, admittedly a most important one not only on account of its practical utility, but by reason of the extent to it may and should be availed of for the purpose of introducing all new rules in arithmetic, and of testing [illegible]dge of principles in those already gone over. Progress has undoubtedly been made in grammar, and the on the whole, pretty fairly rendered, but composition is still only moderate. Polished writing cannot be n school children, but they should be able to set down with reasonably correct syntax, punctuation,

and spelling, their thoughts on a subject with which they are themselves familiar, and too often they fail to do so. Formal instruction in the branch in question does not begin till Class IV. is reached, but the foundation for future facility in it should be laid in the lower classes by careful attention on the part of teachers to the mode in which their pupils express themselves orally, and if to this is added prompt and close correction, combined with intelligent criticism, of the work subsequently done in the upper drafts, improvement must follow. Though the results in object lessons average moderately fair, good object lessons are not at all common. As usually given, instead of developing the powers of observation and deduction, they are merely a tax on the memory, and I am inclined to the belief that their entire elimination from the schedule would mean little or no real loss.

Of mathematics, I am able to report in more favourable terms than hitherto. The percentage of marks obtained in algebra is certainly somewhat lower than in the preceding year, but the work tested was in nearly all cases fully up to, or closely approached, the schedule requirements, while previously it was as a rule much below them; and in Euclid the average results have advanced from 37·6 to 46·8 per cent., the latter mark, too, being obtained, as in algebra, on work generally up to, instead of considerably under, the prescribed standard. The improvement has not been secured without special and strenuous effort, and while it gives me pleasure to record it, I do not think that the results are commensurate with the outlay of time and labour on the part of teachers and scholars, and I am unhesitatingly of opinion that as a means of mental training neither algebra nor Euclid serves any purpose in our primary schools which could not be achieved to an equal extent by a well-selected problem in arithmetic, or the analysis of a carefully chosen passage of English.

Grammar School Scholarships.—Of 36 scholarships competed for at the recent annual examination, 14 were awarded to pupils of this district, the Brisbane Central (Boys) school gaining 11, the Kangaroo Point (Boys) school 2, and the remaining one going to the Petrie Terrace (Boys) school.

I have, &c.,

A. S. KENNEDY, District Inspector.

REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Maryborough, February, 1902.

SIR,—I have the honour to submit my General Report for the year 1901.

The district assigned to me last year, called the "Maryborough District," included the schools from Howard in the north to Curra in the south, and from Gayndah in the west to the coast. Five schools on the Blackall Range were also included. Towards the end of the year I inspected, by direction, the schools in and around Goondiwindi. The total number of schools inspected consisted of 24 State, 53 Provisional, and 2 Roman Catholic; total, 79. All the schools in this district, Oakview Provisional excepted, were examined once; and 16 State schools and 3 Provisional schools received a second inspection. The Oakview school was closed at my visit, and has not been reopened. Reid's Creek school was closed after inspection on account of the few children attending it. A Provisional school at Boonara has taken the place of Margoo and Underban half-time schools. Five schools—Raby (State), and Bon Accord, Braemar, Dillarnil, and Torquay (Provisional)—were established last year and inspected for the first time. Inquiries regarding applications for Provisional schools were made at Emu Creek, near Degilbo, and at Musket Flat, near Maryborough; and both were recommended. The Maryborough Technical College was also inspected and reported on. The schools in this district, based on the average attendance for the month preceding inspection, are classed as follow:—Three State schools, with an average less than 50; 8 between 50 and 100; 7 between 100 and 200; 2 between 200 and 300; 1 between 300 and 400; and 1 over 700; 9 Provisional schools with an average less than 12; 23 between 12 and 20; 12 between 20 and 30; and 2 over 30. Improvements have taken place at the two last schools to meet the large attendance.

My time during the year was taken up as follows:—Inspections and inquiries, 119½ days; reporting, 53½; travelling 36; examination work, 43½; public holidays and leave, 34½. Total, 287 days.

MATERIAL ORGANIZATION.

The accommodation is ample at most Provisional schools and is cramped at none. It is limited at 5 State schools—Gayndah, 9·4 square feet per child in average attendance; Torbanlea, 9·3; Aldershot, 9·2; Maryborough West, 9·2; and Pialba, 8·4; and cramped at two—Tinana, 7·3; and Maryborough Albert, 5·7 The overcrowding at the two last schools has existed for a considerable time, but apparently they will so continue unless the department takes up the whole burden of expense.

State school buildings are generally in good condition, and are well cared for. A new roof is required at the Albert school, the present shingled one being worn out, and consequently not weatherproof. The following Provisional schoolrooms were in a poor condition at inspection:—Maleny (temporary building), Neardie (temporary building), Reid's Creek (private building, and now closed), Scotchy Pocket (attention of committee drawn to it), and Teutoberg (since greatly improved). The buildings at Mount Bauple, Curra, and Munna Creek have also been added to or improved.

The late very dry weather has practically put a stop to garden cultivation and tree-planting. The best gardens were noticed at Pioneer's Rest, Owanyilla, Tinana, Maryborough Central, Maryborough Albert, Maryborough West, Mungar, Kilkivan Junction, and Yengarie. The grounds, so far as shade trees are concerned, are in fine condition at Maryborough Central; fair at Maryborough Albert, Maryborough West, Howard, Torbanlea, Tinana, Tiaro, and Kilkivan; and moderate at Maryborough East, Mungar, and Pialba. The greatest improvement took place at Bidwell Provisional. Provisional school reserves are gradually being fenced and improved, and children, living beyond walking distance, can in consequence ride to such schools. I am convinced that many children are kept from school in bush districts simply because no provision is made for the care of their horses.

A fair number of schools are provided with flagpoles and flags, and the number is constantly increasing. The saluting of the flag, with accompanying drill and patriotic songs, was nearly perfection at Goondiwindi.

Shelter sheds are provided at most State schools, but the supply of gymnastic apparatus is practically nil.

INTERNAL ORGANIZATION.

STAFF.—The State school teachers in this district are, as a body, discharging their duties faithfully and well. Schools still exist where pupil-teachers are left to struggle along by themselves, and where assistant teachers are simply engaged in class-teaching, when the former could be given in charge of the latter to their mutual advantage. The schools were generally well staffed, and only a few were comparatively weak: these were chiefly the smaller schools, where the head teacher and one or two young pupil-teachers composed the staff, instead of head teacher and assistant. The majority of Provisional school teachers are doing satisfactory work: they are diligent and painstaking, and discharge their duties to the best of their ability. Very few of them are classified, and in this district at least not many prepare for, or submit themselves to, examination. The general excuse is that they are too far away from help. A fair number of teachers of the Third Class present themselves every year for the second-class examination; but, judging by the papers which come before me, many of them are not well prepared for it. A fair percentage fail or just scramble through. The reasons may be good, but the results are not satisfactory.

The teachers were classed as follow:—

STAFF.	MALES.		FEMALES.		TOTALS.
	Head Teachers.	Assistant Teachers and Pupil-teachers.	Head Teachers.	Assistant Teachers and Pupil-teachers.	
Teachers, First Class	0	0	0	0	0
„ Second Class	13	2	2	1	18
„ Third Class	6	10	0	22	38
Pupil-teachers, Fourth Class	0	0	0	10	10
„ Third Class	0	4	0	2	6
„ Second Class	0	2	0	4	6
„ First Class	0	3	0	5	8
„ on Probation	0	3	0	7	10
Unclassified Teachers	17	0	30	2	49
Totals	36	24	32	53	145

Three head teachers took the first-class papers, and five assistant teachers took the second-class papers at the last examination.

GOVERNMENT.—The discipline was thoroughly effective in most State schools, and in some Provisional schools: very fairly so in most of the others and weak in few. The order was on the whole very good; where defective, the causes were chiefly—(*a*) faulty time-tables, (*b*) bad desk arrangements, (*c*) cramped conditions, and (*d*) weak discipline. The moral tone was generally good, and few attempts at copying and prompting were noticed. The pupils are better mannered and more polite than formerly. The inspector is met by a cheery greeting on his way to school, and on his arrival there, and marks of respect to the teachers were noticeable at all but a few schools.

CLASSIFICATION.—The percentage of pupils in the higher classes has improved, and was 5 per cent. better than that for schools generally in the previous year, but the average age was slightly higher. The time in class was generally reasonable, and few instances were met with where the time was considered excessive.

Defective classification is still met with in Provisional schools. One-third of them had six or seven drafts, 18 had five drafts, and only 13 had four or less. The question of enrolment is not considered. Three schools, each with an enrolment of 14, had six drafts.

ATTENDANCE.—The quality of the attendance has slightly improved in State schools, but has deteriorated in Provisional schools. The following table gives the comparative percentages:—

1890—State schools	...	...	70·5	Provisional schools	...	...	57·6
1891—State schools	...	...	72·8	Provisional schools	...	...	51·5
Increase	...	...	2·3	Decrease	...	...	6·1

Taking both classes of schools together it was 68·1 per cent. in each year. So far as this district is concerned, the enforcement of the compulsory clauses has therefore resulted in no improvement. Not only was the quality of the attendance at Provisional schools worse last year than in 1900, but punctuality was also inferior—over 5 per cent. of the children were late at 20 schools, ranging from 17·9 per cent. at Brooyar to 5·1 per cent. at Degilbo. These late children have their attendance recorded. Many are kept at home half the morning to assist their parents, and, reaching school at 11 o'clock, are recorded as present, and of such attendances are the required 60 days per half-year made up. Over 80 per cent. of the enrolment were present at inspection, and could just as easily attend on ordinary occasions.

PROGRESS.—This has been regular, constant, and, in the majority of schools, sound also. It was reported as excellent or very good in 49 schools, as good in 18, and as very fair or below in the rest. The number of promotions between inspections reached nearly 7,000, which was on the average about one and a-half steps per child for the year.

METHODS.—I had the opportunity this year to particularly notice the methods in the larger State Schools, and little fault could be found with them. Judging by results, they are improvable in Provisional schools, especially in the treatment of arithmetic, writing, and object lessons.

PROFICIENCY.—The four lower classes in State schools were very evenly balanced in the average percentage of results. The Fifth Class, though often assisted by the Sixth, was not so satisfactory. Here the extra subjects begin to tell, and the results are consequently lowered. The average percentages were: Fifth Class, 69·6; Fourth, 71·9; Third, 72·1; Second, 72·1; and First, 73·1. In Provisional schools they were neither so high nor so even. Eight State schools and 14 Provisional schools (Goondiwindi district included) reached 70 per cent. or above in all classes, which was a highly creditable result. The State schools were:—Aldershot, Howard, Inglewood, Maryborough Albert, Maryborough Central (Girls), Maryborough Central (Infants), Tiaro, and Tinana. The Provisional were:—Bon Accord, Brooyar, Deborah, Dallarnil, Dunmora, Goondiwindi East, Goondiwindi West, Gunalda, Maleny, Mapleton, Neardie, Sandy Cape, Teebar East, and Thinoomba. The following schools reached 75 per cent. or over in the average of all results:—Brooyar, Coolmunda, Deborah, Dallarnil, Goondiwindi East, Goondiwindi West, Howard, Mapleton, Maryborough Albert, Maryborough Central (Infants), and Tinana.

Reading in the four higher classes averaged 70 per cent., writing 70, slate arithmetic 64, mental arithmetic 47, algebra 58, Euclid 58, geography 70, grammar 70, history 60, object lessons 58, drawing 70, home exercises 75, and needlework 80.

Writing is improvable in the First and Second Classes. The First Class is left too much to itself, and the Second is not receiving sufficient assistance. These beginners require more or less lead pencil tracing to help them along, and they receive very little. Drawing continues very backward. Scale drawing receives little attention; geometrical, less; and model, scarcely any. The two extra subjects, Euclid and algebra, have been in the schedule sufficiently long to prove what ground can fairly be covered in them. Both subjects fall far short of schedule requirements, in this district at least. The following table compares the work done with the work required:—

Class.	Half-year.	Average Amount Covered.		Amount Required.	
		Euclid.	Algebra.	Euclid.	Algebra.
Fifth	First	Definitions ...	Exercise 26 ...	Definitions, Axioms, and Postulates	Exercise 42
	Second ...	Proposition 7...	,, 62 ...	Proposition 12	,, 69
	Third ...	,, 15...	,, 70 ...	,, 26	,, 86
Sixth	First	,, 13...	,, 69 ...	,, 38	,, 109
	Second ...	,, 17...	,, 72 ...	,, 48	,, 120
	Third ...	,, 24...	,, 87 ...	Books I and II	,, 158

It will be seen from this table that the average Sixth Class, third half-year, has about covered the amount required in the Fifth Class, third half-year. Both classes were examined on the work done, and not on that required, and, as I have mentioned before, the results were under fair: the amount covered, therefore, was far from being well mastered. The work done in this district may be taken, I dare say, as a fair test of what is done in other districts, and, if this be so, it appears to me that the algebra should stop at Exercise 86, and Euclid at Proposition 26; that is, the Sixth Class should end where the Fifth Class is required to do at present. Good, sound results might then be confidently expected. The [illegible] continue low, and are apparently disliked by the majority of the Provisional sch[ools]. absurdities were found among others:—The "Cattle tick" for three months, and "[illegible] one school; "Elephant," two months; "Spider" and "Camel," three months, at a [illegible] months; "Iron," two months; "Revision," two months, at a third.

SCHOOL COMMITTEES.—I have met meetings of parents during the year, but I have [illegible] nor often even individual members of committees. There has been no occasion for [illegible] chairman or secretary has waited on me to seek advice on school matters. No compla[int]

REPORT OF MR. DISTRICT INSPECTOR CANNY.

Rockhampton, February, 1902.

SIR,—I have the honour to submit to you my Annual Report of the work in this district for the year 1901.

In the early part of the year a large number of schools were taken off my list, leaving 86 schools to be inspected. These were all inspected once in detail, and some three weeks were available for second inspections, and for holding two inquiries. During the year two inquiries were held into charges against teachers, and there were two others in which papers were sent to me for report. Ten schools were inspected a second time, including Emu Park, where a second detailed inspection was made.

MATERIAL CONDITIONS.

Important additions were made to the school buildings at Yeppoon, St. Lawrence, and Crescent Lagoon, while a fine building has been erected for the Rockhampton Central Girls' school. In connection with this building it is but fair to say that all manner of praise is due to the committee for the tact and energy shown in raising local subscriptions towards its erection. A new State school has been built at Park Avenue, and new Provisional schools were established at Dalma Road, Broadmount, Lavendale, and Nine-Mile. Inquiries were held and reports forwarded *re* the establishment of schools at Kabra, Farnborough, and Morinish. There is still congestion at the Mount Morgan Girls and Infants' school, and also at Red Hill.

INTERNAL ORGANIZATION.

STAFFS.—The total number of teachers employed in this district during the past year was 127. In addition to these there were 68 pupil-teachers employed. As heretofore, I have to report favourably of the work done by the general body of the teachers. Seldom was the teaching found to be indifferent or bad, and in no instance have I had to report a case of wanton neglect of duty. In many instances it was most pleasing to me to have to record, in the detailed reports of inspection, many indications of high sense of duty and high ideals of educational work. Some of the best teachers fail not to study, in new educational books and magazines, what the great thinkers in the scholastic world have to say towards the advancement of the teaching profession. I have in former reports written about the necessity for teachers—especially those teachers who are isolated from their fellows—to read up the books on school method supplied by the department. Some will tell you that they read these books many years ago. They seem not to realise that age and experience may help them to a better understanding of the theories on method and management set forth by such writers as Currie and Gladman. In some schools I found Gladman's Book on Method stowed away in an obscure corner of the book press, while the teacher seemed practically unaware of its existence. There are few incidents more discomforting in school life than when one meets with a teacher who thinks he has nothing to learn. I always feel sorry for the pupils who are under the tuition of such a teacher.

Of the assistant teachers generally I have to speak in terms of warm commendation. An ever-increasing number of these are now studying for admission to the Second Class standard. Their work, as seen at inspection, is almost invariably satisfactory, while their head teachers report favourably of their energy and ability. While such is the character of the general body of the assistants, I am acquainted with a few who do excellent work as educators in their schools. Amongst the best of these, as deserving of special mention, are the senior assistants in the Rockhampton Central Boys' school and the Allenstown school. To those assistants who fall in the varying degrees below the standard recorded above I say that while not entirely successful as teachers, they can yet by industry and patience, but most of all by earnestness, do useful or passable work, and so help as important factors in the cause of the people's education. Before leaving this part of my report, I have to call attention to the need of those teachers who aspire to the position of Class II. to prepare more carefully their lesssons for teaching values. In such lessons as "tides," "climate," "cause of the seasons" it was seldom shown that the teachers understood clearly the nature of the lessons attempted. As a result, there often followed confusion of idea, and utter bewilderment on the part of the pupils. It is, no doubt, a painful ordeal for a teacher to give a set lesson in the presence of a stranger, and I have always regarded such ideal as by no means an unfailing test of a teacher's ability. Indeed it often happens that the showy and phlegmatic teacher is placed at advantage over his more highly-strung and abler brother teacher. At any rate, it is clear that in giving a successful lesson the chief points to be aimed at are thorough acquaintance with the subject, clearness of expression, and earnestness in delivery.

As the number of pupil-teachers has of late years considerably increased, it may be well to comment on the conditions under which the pupil-teacher has now to work. To my mind, these conditions are over severe. It has often been my painful experience to note the excessive amount of home work demanded from these young persons by over-zealous and unwise head teachers. Sometimes over two hours' severe home study is demanded from the pupil-teacher after a hard day's work in school. And what after all is the gain? A high mark at examination at the expense of the health and strength, and therefore of the usefulness, of the pupil-teacher. Directions from the department have frequently been issued against the setting of excessive home work, both to pupil-teachers and pupils, yet teachers, often from motives of personal vanity, will persist in a continuance of the evil. I think it would be well if head teachers were to devote more time and attention to the literary side of the educational life of the pupil-teacher.

Generally useful work is being done in the Provisional schools of this district. I am pleased to report that there is shown on the part of committees and parents an increasing share of sympathy and consideration towards the teachers of the small bush schools. Living often in lonely localities, and enjoying few of the material comforts of life, the Provisional school teacher has need of all the help and encouragement which parents can accord, and if these be wanting it cannot but detract from the teacher's usefulness. In the case of inquiry into disputes between teachers and parents my own sympathies go largely out to the teacher. But in the case of one inquiry the teacher's conduct was such as to leave no doubt in my mind that he was evidently in the wrong. One of the conditions of successful schoolwork is that the schoolmaster should be in touch with his surroundings, yet he is in no sense called upon to sacrifice his self-respect, or to forget the fact that he, and not the parent, is master of the school. Often it is found that a little forbearance on both sides would be the means of saving to the department much trouble and expense.

RECORDS.—The admission register is seldom properly kept. During the year numerous instances were found of neglect to enter the promotions. Except in the best State schools, and in a few of the Provisional schools, the workbooks have been but moderately or indifferently kept. The monthly
vague, showing little sense or forethought in their preparation. It is probabl
the planning of these programmes if teachers would only realise how useful
their work, and in facilitating matters during visits of inspection. The class

SUBJECTS OF INSTRUCTION.—There is on the whole decided improvem
schools of this district. In the upper classes more attention is being paid
and clear enunciation. In the matter of recitation I found that the poe
class. The lengthy poems of "The Death of Mary Queen of Scots" and

undue favour in the minds of many teachers. The fact is that these can scarcely be called poems at all. They are mere narratives in verse, containing practically little of the poetic element either in idea or expression. Far different are such gems as "The Brook," "The Destruction of Sennacherib's Host," or "The Downfall of Poland." In but few schools is the recitation of the senior pupils even fairly satisfactory. Many teachers regard recitation as comparatively unimportant, and hence give little time or attention to it. Yet there is no other branch in the curriculum so capable of being turned to account as a means of cultivating taste, sentiment, and refined ideas in the pupils. The best example of good recitation in the district, or indeed in any school of my experience, was given by a Sixth Class girl in the school at Allenstown. I cannot say that I am satisfied with the progress made in slate arithmetic. The results generally are still far from satisfactory, ranging mostly from moderate to indifferent. The main cause of failure is to be attributed to the listless and mechanical methods employed in teaching the subject. The best results in slate arithmetic were obtained at Springsure, Mount Morgan (Boys), Red Hill (Mount Morgan), and the Provisional schools at Tryphinia, Anakie, Boundary, and Upper Ulam.

The teaching in geography shows improvement in many schools. Teachers are now beginning to realise how much more educative and interesting the lessons become when prepared from standard text-books supplemented by information gleaned from general reading in other directions. The task-hearing system of lists of names from little handbooks is still not uncommon. The best results as indicating intelligent teaching in geography was found at Rockhampton Central Boys', Clermont, Allenstown, North Rockhampton Boys', and Emu Park. I have a word to say touching the subject of grammar. It is the fashion in modern days to underrate grammar as a branch of school work, and there are teachers who accordingly teach it with little interest and less effect. To me the subject of grammar has always ranked high as an educative agent, and I have found that in those schools where grammar is well taught every other subject was satisfactory. Bearing as it does so directly on the subject of composition, it is easy to understand how a series of good lessons in grammar must considerably affect the pupil's style of writing. Composition is of all other branches the most practically useful for the after-life of the pupil; yet it is difficult to lay down any useful rules or hints for its effective teaching. I see no reason to alter my views expressed in former reports that the best means of inducing a good style in writing is by intelligent exposition of the subject matter of lessons and by encouraging the pupils to read the books of such writers as Scott, Thackeray, and Dickens. The best sample of original composition was produced by a girl in the school at Springsure. Good work in composition was found also in the schools at Allenstown, Rockhampton Central Boys', Rockhampton Central Girls', North Rockhampton Boys'. In drawing, the best work was found at Clermont and Lake's Creek. Regarding the extra branches of instruction, I have to report that but moderate progress is being made in the teaching of algebra and Euclid, yet the little that is taught shows how popular these branches are in our schools. I think that the work prescribed in algebra is too much, considering the number of subjects with which teachers have to deal. Nor did I find during the year that the subject of literature was often intelligently treated. It is too much the fashion to compel the pupils to learn off the "Notes" by rote. Now the "Notes" do not throw much light on the subject of the drama at all: they are mostly philological, dealing with the meanings of certain idioms and quaint words. The play should be explained in manner similar to the method pursued in the exposition of the text of the ordinary reading lesson. In one instance I found the pupils' copies of the "Merchant of Venice" quite defaced with the "Notes" transcribed all over the pages. This is nearly as bad as the plan adopted by a certain young lady student who is said "to have fastened down the text with a piece of elastic in order that it might not interfere with the learning of the notes." The first object of the teachers of Shakespeare should be to create an interest in the plays themselves, and as a helpful means towards that end I would advise teachers to procure copies of Charles Lamb's "Outlines of Shakespeare's Plots." In schools where there are only a few pupils in Sixth Class I should advise teachers to give the Fifth Class pupils the benefit of the Shakespeare lessons, even at the loss of some of the time now devoted to the reading of the regular lesson books.

Discipline.—This important feature of school work is on the whole decidedly satisfactory, rising in some schools to a condition of excellence bordering upon perfection. The need for the infliction of corporal punishment is becoming exceedingly rare. In most of the best schools the work under inspection was characterised by honest and earnest effort, and the tone was so high that the pupils would scorn to do a mean or dishonourable action. It is in the matter of discipline that the personal character of the teacher comes most fully into play. If the teacher be wanting in the higher moral attributes attaching to his profession, all the moral lessons he may give will be of little avail. His example must be at all times of such a nature as to raise and not to lower the moral sense of his pupils.

Attendance.—From the general returns supplied by the teachers I find that the enrolment for the quarter preceding inspection was 9,133, while the number examined was 7,736. From the same returns it is shown that the attendance has visibly increased both in quantity and quality, the averages now rising respectively to 84·4 per cent. and to 67·6 per cent. The year had been free from epidemics, and thus favourable to better attendance. As regards the effect of the compulsory clauses, the fact of cases having been brought before the police courts at Rockhampton and Emerald had a healthy influence in frightening some backsliding parents into some sense of the duty they owe to their children. As remarked in last year's report, I think that more rigid conditions as to days of attendance, age, and distance from school centres should be required by the Act. In the Roman Catholic schools of this district there were examined 1,397 children, and in the Rockhampton Church of England school 77 children.

At the recent annual examination for Grammar School Scholarships four candidates from this district were successful in winning prizes—two from Mount Morgan Boys', one from North Rockhampton Boys', and one from Allenstown.

I have, &c.,

J. A. CANNY, District Inspector.

The Under Secretary, Department of Public Instr

Subject.	Average Mark for all State Schools. Maximum 10.	Name of State School Obtaining Highest Mark.	Average Mark for all Provisional Schools. Maximum 10.	Name of Provisional School Obtaining Highest Mark.
Analysis	5·2	Pratten (8·0)	5·2	Domville, Elbow Valley, Kooroongarra South (7·5)
Composition	5·9	Freestone Creek Lower, Warwick West (Girls and Infants), (7·7)	5·4	Elbow Valley (7·5)
Derivation	5·2	Freestone Creek, Upper (7·5) ...	4·0	Columboola (7·5)
History...	4·3	Mountain View, Spring Creek (7·0).		
Samplers	7·4	Sugarloaf (8·7)	7·6	Ellangowan, Kooroongarra South, Strathane (9·0)
Articles of Dress	7·1	Sugarloaf (8·7)	7·6	Strathane (9·0)
Home Exercises	6·7	Freestone Creek Lower, Leyburn (8·0)	6·3	Beebo, Rosehill (8·0)

The remarks in my report for the year 1900 in regard to the various subjects of instruction, and pointing out more particularly the defects observed in them during the course of inspection, are still in large measure applicable, and need not be repeated here, though I strongly recommend them to careful reperusal by the teachers in the district. The following additional observations may also be of service in promoting good work: —

In the reading of the lowest class a lesson is not thoroughly known till every child can readily recognise every word in it. In the upper classes expression can be best taught by the teacher reading as a pattern after making sure that the subject matter is understood. Poetry for recitation must be explained before a good delivery can be expected. In teaching spelling in the lowest classes the sounds which the letters represent should be drilled into the pupils, and groups of similar words should be taught together, as suggested by the construction of the Little Primer. In writing, the various styles adopted, not only in different schools but frequently in different portions of the same school, militate against success. It frequently happens that children in the last half-year of the First Class cannot write out the letters of the alphabet from memory, more particularly the capitals. In the upper classes dictation, instead of being always taken from the reading lessons, might very well sometimes be varied by giving sentences involving names of things in a house, shop, garden, &c., or words pronounced nearly alike, &c., several of the lists given in the reading books supplying useful material for this purpose. The application of the addition tables in the third half-year of First Class needs more attention; and in the higher classes the children should be exercised on the tables generally, and the connection of one with another, where it exists, should be pointed out. Mental calculations are generally poorly done. Slate arithmetic is the most difficult subject in our curriculum from which to get good results. A thorough knowledge of the tables and notation is an essential preliminary to success. Clear explanation, with blackboard examples, and finally plenty of rapid but neat silent practice should do the rest. Many instances come under my notice where not nearly enough work is done in a given time. In algebra and Euclid the ground to be covered is gradually being overtaken, but the results in the latter subject are poor. In dealing with the miscellaneous group of subjects which fall under the head of object lessons, much time is wasted—in science for want of apparatus, in first aid because no practice is given, and in the ordinary object lessons because the subjects are often badly selected and inadequately prepared. Loth as I am to suggest any addition to the already heavy curriculum, I think an occasional lesson to the older boys and girls on the mode of government in our country and on the duties and privileges of citizenship might very well find a place. Freehand drawing gives fair results, but scale and geometrical drawing are only moderately well done. School songs are in many cases pleasingly rendered. Drill is generally well taught in the larger schools. The desirableness of establishing a cadet corps in such a town as Warwick deserves consideration. Geography often gives disappointing results owing to the children not having been required to commit the outlines to memory. Map drawing needs methodical teaching from the blackboard. In grammar the accidence and syntax are seldom treated as distinct branches, but are expected to be picked up incidentally in connection with the parsing and analysis. In composition the letter writing in Fifth Class ought not to be confined to ordinary friendly notes, but might very well include easy business and official correspondence. The knowledge of derivation is improving, especially where it is used, as it should be, to aid in the explanation of words found in the reading and other lessons. History gives very varied results, some good, many very poor. The teaching of needlework generally reflects credit on those entrusted with it. Home exercises are as a rule very fairly done, with subject matter appropriate in kind and suitable in amount, and the penmanship is fairly commendable, though it frequently differs widely in style from that in the copy books.

School Committees.—Since the periodical retirement and election of the members has become the rule they have manifested more interest than formerly in the affairs of the schools with which they are connected. Many deserve the heartiest thanks for the help they have so freely given in furthering the material improvement of the buildings, fences, and grounds, but I regret to say that I scarcely ever meet with an instance where a committee has attempted "to use its influence with parents to induce them to send their children regularly to school." By the regular discharge of this important duty the committees would materially assist in promoting the welfare of their several schools.

Records.—With few exceptions these are at least fairly well kept, though instances of poor penmanship and dirty or torn leaves are occasionally encountered. The Roll Book is usually called at the regular hours, and the Daily Report kept punctually posted. In the former record I should very much like to see a uniform system of naming the drafts, such as I4 for First Class in the fourth half-year, II12 for Third Class in the second half-year, and so on, instead of the many diverse and often extremely vague or even misleading methods now adopted; and in the same record great care should be taken to carry out fully General Instruction 95. In the Admission Register again, there is frequent cause to complain of neglect in duly filling up the columns relating to children promoted left, or readmitted. It needs also to be particularly borne in mind by teachers that the usefulness of the Work Book is materially vitiated by any lack of definiteness in the entries. In making these latter, the requirements of Schedule VI. should have close attention, and precautions should be taken to allow of sufficient time for revision, for which purpose the six-monthly syllabus of work should be divided into five monthly portions, thus leaving a balance of time for recapitulation of the whole term's course. The Time Tables are generally free from serious faults, disregarding defects sometimes resulting from an excessive number of drafts.

Grammar School Scholarships.—Two boys from the Warwick West school were successful in gaining this reward of merit at the recent examination.

In taking a retrospect of educational matters in the Southern District of Queensland, it appears that the past year has been one of quiet steady progress. The means of giving an elementary education to the children are well provided for by the actual or contemplated establishment of schools in all places where a sufficient number or scholars can be got together. The buildings and equipment are in good order, and, with few exceptions, quite equal to the requirements. The teachers as a rule have done their work with fair success, and of few can it be said that they have not tried to do their best. The attendance of the pupils has not been interfered with by any widespread epidemics or other untoward causes, and has been very fairly regular and punctual.

I have, &c.,

W. GRIPP, District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR RADCLIFFE.

Graceville, February, 1902.

SIR,—I have the honour to submit my General Report on the schools in the Bundaberg and Gladstone inspectoral district for the year 1901.

The district is bounded on the east by that portion of the North Coast line between the Isis Junction and Gladstone; on the north by a line joining Gladstone and Banana; on the west by a line joining Banana and Eidsvold; and on the south by a line joining Eidsvold and the Isis Junction. With very few exceptions, the schools in this district are on or near the North Coast line and two of its branches, the Cordalba and Mount Perry lines.

The number of schools in operation during any part of the year was 74—viz., 25 State, 47 Provisional, and 2 Roman Catholic schools.

These were all inspected once in detail, 6 were so examined a second time, and incidental visits were paid to 16 schools. I also inspected 19 schools in the Maranoa district, chiefly in and near Roma.

Eight inquiries were held during the year—five with reference to complaints against teachers, and three with regard to the establishment of Provisional schools.

Applications were made for the establishment of Provisional schools at Targinnie, near Gladstone; Ferry Hills, near Gin Gin; and Stake Yard Reserve, near Wallumbilla.

The school at Cordalba, formerly a Provisional school, was opened as a State school during the year; a new State school was opened at North Kolan; Provisional schools were opened at Bullyard and Glassford Creek; and the old building at Grosvenor Flat was replaced by a new one.

The work of inspection was begun on the 20th of February, and was continued without intermission until the end of the school year, with the exception of the time occupied in drafting a set of examination papers, and the usual leave of absence.

Presiding at the annual examination of teachers at Bundaberg and valuing examination papers occupied the remaining portion of the year.

MATERIAL ORGANIZATION.

The accommodation, at the time of inspection, was insufficient in the State schools at Bundaberg North, Bundaberg South, Roma, and Wallumbilla; and in the Provisional schools at Parson's Point, Milsted, and Bucca Crossing.

Additional accommodation was provided at Doolbi, which is a specially good type of State school building, with ample floor space for classes, and exceptionally good light and ventilation.

With few exceptions the State schools in this district are commodious, comfortable buildings, well furnished, and generally suitable for the purpose for which they were built.

Most of the Provisional schools, especially those built within the last year or two, are well built and suitably furnished; but a few are still unceiled, and scarcely any are provided with more than one blackboard. The cost of a blackboard is so trifling, and the advantage of having at least two is so great, that it should be sufficient to call the attention of school committees to this defect to have it remedied without delay.

Although the weather conditions generally were most unfavourable for successful Arbor Day results, the rain which fell in the early part of the year in the coastal districts was sufficient to keep the trees already planted alive, and to encourage further planting in a few favoured localties.

By far the best Arbor Day results in this district were obtained at the Isis Central Mill Provisional school, where some twenty or thirty well kept flower plots, over a hundred shade and fruit trees, and a pretty rustic arbour represent much hard work and enthusiasm on the part of teacher and pupils.

Other schools noted for the care and attention bestowed on the grounds, and for tasteful decoration of the school premises by flowering shrubs, annuals, ferns, &c., were Isis North, Isis South, Childers, Gregory, Yandaran Creek, Polmaily, and Barolin.

INTERNAL ORGANIZATION.

STAFFS.—The number of teachers employed in State schools was 115, being 1 to every 31·6 pupils in average attendance during the month preceding inspection; and in Provisional schools 58, or 1 to every 23·8 pupils.

Of the head teachers and assistants employed in State schools, 1 is in Class I., 20 are in Class II., and 48 in Class III.

ATTENDANCE.—The number of pupils enrolled at the time of inspection was 5,968, and the number examined was 5,226, equal to 87·6 per cent. of the enrolment.

Including 534 children examined in the Roman Catholic schools at Bundaberg, Gladstone, and Roma, the total number examined was 5,760.

The average daily attendance for the month preceding inspection was 77·1 per cent. of the number enrolled, and during the quarter preceding inspection, the number of children who attended not less than four-fifths of the number of days on which the schools were open was 66·6 per cent. of the number enrolled.

Returns furnished by 22 teachers show that there were 74 children living within reach of school who are not educated up to the standard, and who are not attending school. Most of these are outside the two-mile limit.

CLASSIFICATION.—Of the children enrolled at the time of inspection, 32·8 per cent. were in the First Class, 20·8 per cent. in the Second, 21·1 per cent. in the Third, 13·8 per cent. in the Fourth, 8·9 per cent. in the Fifth, and 2·4 per cent. in the Sixth.

The classification in the State schools is, with very few exceptions, in accordance with the attainments of the pupils, and sound judgment is exercised in arranging the number of drafts so as to economise and concentrate teaching power. Among Provisional school teachers, however, the classification was reported as unsatisfactory in no less than fifteen instances, each of the schools in question having from six to eight drafts. It has been repeatedly pointed out that five is about the maximum number of drafts that one teacher can successfully manage. On several occasions, when inspecting Provisional schools in which the classification was too minute, I have shown the teachers how to reduce the number of drafts, and on revisiting these schools after an interval of five or six months have found very marked improvement in results and discipline as a consequence of carrying out my instructions.

Provisional school teachers, on their appointment to newly-established schools, should resolutely set their faces against undue multiplication of drafts. When once a teacher, in response to parental pressure, or from a mistaken idea that minute subdivision is desirable, arranges the pupils into seven or eight drafts, it is extremely difficult to rearrange them on workable lines without causing dissatisfaction on account of the necessity for putting some of the children back.

GOVERNMENT.—Firm, effective, and generally satisfactory government obtains in most of the schools in this district. A few teachers, however, take a limited view of the term "discipline," looking upon it only as a means of securing quiet, orderly, working conditions, overlooking the fact that the formation of character is to a very large extent in their hands, and that this is the most important part of their work.

In a few schools the discipline was more repressive than is necessary, with the result that the children were not frank, cheerful, and responsive as they invariably are under a good disciplinarian. It is a pleasure, however, to record the fact that, with very few exceptions, the general tone, both in State and Provisional schools, indicates clearly that the pupils, besides assimilating with more or less completeness the course of instruction prescribed, are receiving most valuable training in habits of sustained attention, steady application, honesty, and in good manners in the widest sense of the term.

INSTRUCTION.—The average proficiency of the pupils examined over the entire range of the course of instruction was 66·7 per cent. in State schools, and 59·8 per cent. in Provisional schools. The results ranged from 47·6 to 73·8 per cent. in State schools, and from 41·2 to 74 per cent. in Provisional schools.

Up to a certain standard, reading is very fairly taught on the whole, but except in a very few schools the standard is not sufficiently high, nor are the methods such as to secure expressive reading in the higher classes. Fluency, ease, and fairly distinct articulation mark the reading generally, and to secure these qualities there has been much patient, careful teaching. But the reading, especially in the higher classes, is in many cases disappointing owing to want of expression.

Oral spelling gave very satisfactory results on the whole, but insufficient attention has been paid in many schools to written spelling. There should be less dictation and more transcription; and the spelling of the composition exercises should be carefully corrected, not merely by crossing out the words incorrectly spelt, but by having them correctly rewritten several times by the pupils.

The poetry chosen for recitation in the higher classes is generally well selected, but too often the younger children are taught pieces which are neither worth learning nor remembering. The term "suitable pieces of poetry" does not include the few scraps of doggerel in the primers used in the First Class. Suitable pieces, well within the comprehension of the youngest children, may be found in the Royal Reader No. 2.

Writing is, on the whole, well taught; the copy books and home exercises are, with few exceptions, carefully written and free from blots. Good writing results from the careful teaching of the subject, whatever style of copy book is used, but when a pupil has acquired a fixed hand in one school, and on removing to another school is set to learn an entirely different kind of writing, the probability is that he will never become a good writer. Unfortunately, of the making of new styles of copy books there appears to be no end.

A few Provisional school teachers fail to realise the importance of careful correction of the home exercises. Apart from the obvious deduction which the children themselves draw when they find a sum incorrectly marked, or an error in spelling passed over, there is another consequence, more serious to the teacher personally, which arises when a parent, either through zeal for the welfare of his children, or on account of personal ill-feeling towards the teacher, extracts a few pages from his children's exercise-books and forwards them to the Department with a formal complaint of neglect of duty on the part of the teacher.

The results in arithmetic, though still only moderately satisfactory, are perceptibly improving on the whole. When failures arise from inaccuracy more practice is required, and tables require periodical revision; errors in method indicate the necessity for more explanation and blackboard illustration. Teachers would not be so frequently surprised at the disparity between their own and the inspector's estimate of the value of the work done in arithmetic if they so arranged matters that they could be absolutely certain that every sum worked by every pupil was the result of his own unaided efforts.

Of the two branches of mathematics taught in State schools algebra gives much the better results as a rule. The average for Euclid throughout the district was about 41 per cent., and in very few schools had the schedule requirements been overtaken. The best results in this subject were obtained at Bundaberg South, Kolan South, Bundaberg Central (Boys), and Barolin.

The teaching of object lessons in such a way as to train the powers of observation and reflection is beyond the professional skill of many provisional school teachers, most of whom content themselves with giving information, to be committed to memory, on such subjects as glass, soap, sugar, coffee, paper, &c. In State schools in which criticism lessons are regularly given, object lessons are taught in such a manner as to appeal to the intelligence, and to awaken the interest of the pupils to such an extent as to make these lessons a valuable means of training the pupils to observe carefully, to think logically, and to express themselves clearly.

Drawing, music, and drill are, generally speaking, well taught.

The teaching of geography is, on the whole, satisfactory. Where faults exist they lie chiefly in the direction of attaching too much importance to the learning of long lists of physical features, which only burden the memory to the exclusion of more useful knowledge. The more important physical features should, of course, be taught, but a teacher who knows his business can do more in half-an-hour with his class grouped in front of a map than could be done in a week by setting the children to learn lists from a text-book. The lists are generally lists and nothing more. When properly taught, a lesson on capes, islands, rivers, &c., leads children to think of something beyond the painted paper and printed words by which these features are presented to the eye. A few descriptive touches by the skilful and well-informed teacher instantly dispel the listlessness which is the outward and visible sign of mental apathy, and substitute for it the keen interest and pleasure which are reflected on the faces of children when hearing about places which they have not seen. Of all subjects, geography is that which most requires graphic treatment, and fortunately it is the subject which best repays this kind of teaching.

Grammar, one of the purely abstract studies presented to children, makes large demands on the mental powers of both teacher and pupils. The results vary widely, and are, on the whole, fairly satisfactory. In the Sixth Class, many of the pupils have a good grasp of the plot of "The Merchant of Venice," have committed to memory some of its finest passages, are able to quote pretty freely, and have made fair progress in attaining a critical knowledge of the language of the play.

Composition, generally speaking, does not receive the amount of attention which the subject demands in order that the children may learn to express their thoughts fully and clearly. In many schools, the letters written as examples of composition are all built on the same plan, and are evidently little better than mere memory exercises; the same remark applies to reproduction of stories and object lessons.

TIME-TABLES.—A few teachers appear to have a strong objection to mark on the time-tables the alterations which are occasionally necessary. As a result, one not unfrequently finds a class at work on one subject when, according to the time-table, it should be doing something else. The teacher explains that he is working up the arithmetic or some other subject which requires more time than is provided for it on the time-table. It would be much better to score out the one subject and insert the other, even though the time-table might suffer in appearance, for the work would then be carried out as it is intended that it should be, in strict accordance with the time-tables. Where assistants or pupil-teachers are employed the practice of deviating from the time-table, if encouraged or allowed by the head teacher, causes confusion and loss of time, besides raising the question in the minds of the staff whether time-tables are meant to be anything more than ornamental pictures.

RECORDS.—As a rule, these are very well kept in State schools, and fairly so on the whole in Provisional schools. In many instances, in both classes of schools, they are models of neatness and care, but a few teachers need to be reminded that inaccurate and incomplete records indicate inexcusable laxity, and cause waste of time in making out the General Return.

GOVERNMENT.—One large State school was inspected in which there was an evident lack of sympathy between teachers and pupils, especially in the upper classes, and a too frequent infliction of corporal punishment for petty offences. In one Provisional school two or three older boys seemed to be beyond the control of their teacher. Add to these instances the schools—3 State and 2 Provisional—the teachers of which were commented on in the paragraph on "Staff," and of the remaining 90 per cent. of the schools it may be said that they are characterised by sensible and effective government, and that good working conditions are secured. The cane is used in all the schools with discretion (in varying degree of that quality), but I think we are making reasonable progress towards the "irreducible minimum" of corporal punishment. Schools with a kind of tariff of so many "cuts" for the various misdemeanours and shortcomings, and large daily clearances and punishment book entries, are happily very rare in this country. Reviewing notes for the various reports of the year, I find that fussiness, diffuseness, volubility, and the consciousness of not being quite prepared for the work, are invariably accompanied by discipline lacking in vigilance, in sympathy, in consistency, or in firmness, or, it may be, in all of these qualities.

A school inspector's criticism of the "moral tone" of a school must be, in the nature of things, to a large extent negative—he notes the absence or the rarity of this or that bad habit or objectionable practice. As seen in the schools and playgrounds, I think there is much in the moral condition of our juvenile population on which we may congratulate ourselves; with few exceptions the children are well-mannered, respectful, honest, and straightforward; in some schools the ethical training of the school succeeds in inculcating a high degree of honour, refinement, and considerateness.

INSTRUCTION.—The averages of the results of examination are:—In State schools—general, 67·8 per cent.; mechanical subjects, 72·7 per cent.; intellectual subjects, 59·4 per cent. In Provisional schools—general, 61·9 mechanical, 66·4 per cent; intellectual, 53·8 per cent. It is satisfactory to find that the Provisional schools (in which about one-ninth of the children are taught) do, on the whole, so well.

In reporting on the schools, a comparatively slight difference between the averages for intellectual and for mechanical subjects was always regarded as a commendable feature, and an excessive disparity in that respect as indicating a want of balance, and a failure to realise the full value of the more educative and formative branches.

The schools in the district which secured the highest marks were—State schools: General average—Millchester, Eton, Townsville West, Townsville Central (Girls and Infants); Mechanical—Millchester, Townsville Central (Girls and Infants), Townsville West, Eton; Intellectual—Millchester, Brandon, Townsville West, Eton. The best Provisional school results were: General—Pumping Station (Charters Towers), Evlinton, Habana, Proserpine Lower; Mechanical—Pumping Station, Evlinton, Warden Bend, Proserpine Lower; Intellectual—Habana, Pumping Station, Mount Leyshon, Proserpine Lower.

Schools distinguished by marked success in teaching certain subjects are shown below, State schools being separated from the Provisional schools by the dash.

Reading and Recitation.—Townsville Central (Girls and Infants), Eton, Mackay (Girls and Infants)—Evlinton

Spelling.—Townsville West, Millchester—Evlinton, Habana, Pumping Station.

Arithmetic.—Queenton, Richmond Hill, Mackay (Boys), Te Kowai—Proserpine Lower, Evlinton, Pumping Station, Habana.

Object Lessons and Natural Science.—Townsville West, Ross Island, and Richmond Hill.

Geography.—Townsville West, Mackay (Girls and Infants), Mirani—Pumping Station.

Grammar.—Townsville West, Ross Island, Eton, Mackay (Boys), Brandon, Richmond Hill—Pumping Station.

Vocal Music.—Townsville Central (Boys), Townsville Central (Girls and Infants), Brandon.

Needlework.—Townsville Central (Girls and Infants), Mackay (Girls and Infants), Richmond Hill, Millchester, Te Kowai—North Eton, Pumping Station, Hampden.

Drill and Physical Training.—Townsville Central (Boys), Brandon, Mirani, Mackay (Boys), Millchester, Mackay (Girls and Infants).

Drawing.—Hombush, Ravenswood, Eton.

Algebra and Euclid.—Queenton. Homebush, Townsville (Boys), Ravenswood, Te Kowai, Townsville Central (Girls and Infants).

I do not offer in this report observations on the teaching of the separate subjects. Good work in any branch is duly appreciated and recognised, and defects are pointed out in the "Remarks" below the result sheet of each school report; if it is found necessary to say more towards securing uniformity of interpretation of the schedules by teacher and examiner, the columns of the *Education Office Gazette* would probably be available, but perhaps one or two observations of a general nature will not be out of place here.

I think that very many teachers somewhat misconceive the purpose and scope of "the schedules," and prevent their teaching from reaching its highest effectiveness by holding exaggerated views as to the restrictions on and limitations of their activities due to the operations of these schedules. We have regulations and general instructions—*e.g.*, those referring to the mechanical clerical work of keeping the records, &c., which prescribe what shall be done, and exactly how it shall be done, but it is otherwise with the definition of the lines on which the professional work of the teacher shall run.

The courses of instruction laid down in Schedules V., VI., and VII., set forth the aims, the objects the teacher must have in view, and so far there is restriction, necessary and inevitable; but in the transcendently important matter of what methods the teacher will follow, what means he will use to attain the objects and to realise the ideal, he is left, so far as the schedules go, very much to his own judgment and resources. Whatever the nature and scope of our courses and curricula, it will always be desirable that the teacher should recognise and use to the best advantage his "liberty under the law."

As to *methods* I would make only one suggestion—whatever the subject of the lesson, *tell* the children just as little as you can; help them to *find out* for themselves as much as possible. Minimise the use of the lecturing, didactic methods; emphasise and extend the application of the heuristic method, the method of investigation and discovery, and this, not only to such lessons as our object lessons and natural science, but to the study of the language, to geography, to mathematics and mathematical drawing—indeed, to almost all the branches. Taught in the one way the children *remember* a great deal for a little time; by the latter system they get to *know* things. "What we know we remember; what we remember we forget."

COMMITTEES.

In the General Return the questions: "Do the committee periodically visit the school?" and "Do they periodically inspect the registers?" have to be answered. From all the State schools the answer to both questions is "No"; from two Provisional schools both answers are "Yes," and from two other Provisional schools the answer to the first question is "Yes." The committees seem sympathetic in their attitude towards the teachers, and ready to assist in promoting the welfare of the schools when they see their way clear to [illegible] so very [illegible] be regretted that so little interest is taken in the election of the commit[illegible]

REPORT OF MR. DISTRICT INSPECTOR MUTCH.

Kangaroo Point, March, 1902.

SIR,—I have the honour to submit my General Report for the year 1901.

DISTRICT.

The district allotted to me for inspection includes the schools of the Cook district, the schools on the Herbert River, the Central schools at Charters Towers, the schools on or near the Northern Railway between Charters Towers and Stamford, and the schools at Richmond and Woolgar.

There were 26 State and 46 Provisional schools open during the early part of the year; at the close of the year there were 27 State and 47 Provisional schools in operation. The Provisional school at Lappa Lappa (Herberton district) was closed on account of the small attendance. The school at Richmond was also closed. This school was held in a private building until 16th August, 1901, but, as the owner wished to fit it up for an hotel, and the school committee were unable to get another building in which school might be carried on, the Department was compelled to withdraw the teachers. A new State school has been built at Richmond, and the school is now in operation. A State school has recently been erected at Chillagoe, and Provisional schools are now open at Biboohra, at Flying Fish Point, and at Glenrock (Cooktown district). With the opening of a school at Ebagoolah, means of education will have been provided for most of the children in this district. Except in a few centres, the population in my district is sparse and scattered and, owing to this circumstance, there are several families (each in an isolated locality), which are cut off from educational privileges, as it is not practicable for the Department to provide a teacher for each of these families.

SCHOOLS FOR ABORIGINAL CHILDREN.—Owing to unfavourable weather, I was unable to visit the school at Murray Island; but, at the request of the Hon. John Douglas, Government Resident at Thursday Island, and with the permission of the Department, I crossed over to the islands of Mabuiag and Badu, where schools for aboriginal children have been established by the Home Department. Fifty-one pupils out of 54 in attendance at Badu, and 72 out of 74 at Mabuiag, were present during inspection. The scholars are comparatively clean, appropriately clad, well behaved, and fairly attentive. Here, as at Murray Island, writing and other mechanical subjects give reasonably satisfactory results, but in the intellectual subjects the results are not promising.

APPORTIONMENT OF TIME.—I left Brisbane on the 15th of March, and since that date my time has been employed as follows:—Inspecting once in detail all the State and Provisional schools allotted to me, together with the 3 Roman Catholic schools at Cairns, Cooktown, and Hughenden, inspecting for the second time 2 State and 5 Provisional schools, making seven incidental visits, holding an inquiry into charges of misconduct brought against a teacher, reporting results of inspection, drafting a set of examination papers, inspecting the Technical Colleges at Cairns, Cooktown, and Charters Towers, presiding at the annual examination for teachers at Charters Towers, and reading and valuing examination papers. The district being extensive and the schools isolated, much of my time was necessarily spent in travelling. I travelled in all nearly 7,300 miles. The total number of pupils examined by me during the year was 5,557, namely:—

First inspection of Primary schools...	4,791
Second inspection of Primary schools	366
Inspection of Roman Catholic schools	400
Total	5,557

MATERIAL ORGANIZATION.

The accommodation was insufficient at the Charters Towers Central (Boys), Georgetown, Geraldton, Mareeba, and Kingsborough State schools, and at the Pentland Provisional school. The need of increased accommodation is most urgent at Geraldton, for, in addition to the fact that the floor space averages only 6 square feet to each pupil in daily attendance, the site is rather low and swampy, and the climate hot and moist. A State school is urgently needed at Blackfellow's Creek (near Cairns) to supersede the existing Provisional school, and the committee expect to have the necessary local quota in hand during the early part of the year. The existing building is unsuitable for school purposes, and the establishment of a State school would be a boon to the neighbourhood. On the ground of economy and health I think that school buildings in this district should be erected on high stumps as at Mount Garnet, and not on low ones as at Mulgrave. By placing school buildings on high stumps increased ventilation is obtained—a most desirable consideration in this district; the space underneath affords an excellent protection from the sun's rays, and can be used for teaching purposes in the event of temporary overcrowding. School property is generally well cared for, and school premises are, as a rule, kept clean. In several schools the walls have been decorated with supplements to the Christmas numbers of the illustrated papers, and in one or two cases with copies from the Masterpiece Portfolio. This is a most commendable practice. As few of the pupils are likely to have the opportunity of seeing good originals, these copies of beautiful works of art may to some extent supply that want. The rooms are sometimes models of order, neatness, and good taste. For neatness and taste in schoolrooms and for general tidiness of surroundings the State schools at Halifax, Cairns, Mareeba, and Cooktown, and the Provisional schools at Goondi, Marton, Welcome Pocket, Torrens Creek, and Prairie are specially worthy of praise.

ARBOR DAY.—Owing to the drought few trees have been planted during the year except at schools near the coast. At Geraldton, Arbor Day results have met with marked success. The school reserves at Aloomba and Freshwater have been fenced and trees have been planted. At the latter school there is a pretty flower garden which is attended to by the pupils. The school reserves at Halifax and Ingham are now full of trees, and the surroundings are exceedingly pleasing.

INTERNAL ORGANIZATION.

STAFF.—The number of teachers employed in the State schools of this district was 102, and in the Provisional schools 47; the proportion of teachers to pupils in average daily attendance during the month preceding inspection was in State schools 1 to 34, and in Provisional schools 1 to 21.

The following statement shows the classification of the head teachers and assistants employed in the State schools:—

Class II....	12
Class III.	49
Unclassified	2
	63

Grammar.—The pupils answer questions on the definitions in most cases intelligently, and they look as a rule to the function rather than to the form of a word in determining its classification. The results in analysis and parsing are generally satisfactory, while those in composition have improved, particularly in those schools where oral answers are generally given in complete sentences. In derivation the prefixes and affixes are taught with success, but in the learning of roots too much time is given to those of minor importance, and insufficient time to the formation of words from the prolific roots.

History.—The story of the Australian navigators, the Roman period, and the early Tudors, are fairly well known to all the pupils, but the lives of the Australian explorers, the later Tudors, and particularly that period of English History extending from 1066 to 1485, are satisfactorily known only to a few.

Home Exercises.—The exercises are suitable, and as a rule carefully written and corrected. Those at Atherton, Kingsborough, Georgetown, and Watsonville are worthy of special mention.

School Committees.—The interest taken by committees in school matters varies considerably. Some committees display a most commendable zeal in promoting the welfare of their schools, and render much help to the Department and to teachers. Other committees seem to exist in name only; they seldom, if ever, visit the schools, and, when business has to be transacted, the secretaries experience much difficulty in finding a quorum. In a sparsely settled district like the Cook, where there are so many isolated schools, energetic and capable committees can give much practical assistance to the Department and to teachers, and in a period of financial depression like the present, it is especially gratifying to meet with a committee the members of which have themselves repaired a fence, dug a trench, or the like, instead of asking the Department or the inspector to get the work done at the expense of the State. It is to be hoped that the new school committees, which are about to be appointed, will advance the interests of their schools as far as it lies in their power, and will cordially co-operate with teachers generally, and particularly in securing the regular attendance of pupils; valuable assistance could be given by committees in this direction.

Records.—These were, with two exceptions, satisfactorily kept, and in several schools they were models of neatness and care.

SPECIAL OBSERVATIONS.

Criticism Lessons.—The improvement in the skill of the pupil-teachers of those schools where criticism lessons are regularly given has been so satisfactory as to make their extension to other schools where there are pupil-teachers extremely desirable.

At the recent examination, held in December last, a girl from the Charters Towers State school secured the first place on the list of successful candidates for Grammar School scholarships.

Among State schools the following deserve to be specially mentioned for effective discipline, satisfactory progress, and creditable general condition:—Cairns, Charters Towers Central (Boys), Charters Towers Central (Girls), Charters Towers Central (Infants), Georgetown, Kingsborough, Kuranda, Maytown, Thornborough, and Watsonville. The best-conducted Provisional schools were those at Atherton, Calcifer, Charleston, Donnybrook, Freshwater, Homestead, Hughenden North, Laura, Macknade, Marton, Pentland, and Prairie.

I have, &c.,

A. MUTCH, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

If it is considered advisable that such unfettered competition should exist between schools which are practically dependent for their existence upon Government aid, it is at least necessary that the conditions of competition should be equalised, so that a school which from deficient aid is poor should not be oppressed by the comparative wealth of another, which from the same source is made wealthy.

The Technical College, which receives subsidy from the Government on a more liberal basis than the Brisbane Girls' Grammar School, has also under recent developments become an active competitor.

The Trustees desire to record their opinion that the system of granting Government aid to schools other than State schools urgently needs revision so as to avoid the present overlapping, and the necessarily wasteful competition now encouraged.

ATTENDANCE.—The average attendance of pupils for the year was 87.

QUEEN'S SCHOLARSHIP.—This scholarship was awarded this year for the first time, the winner being Miss A. M. Lavarack, of this school.

PUBLIC EXAMINATIONS.—Five candidates entered for the Sydney Senior Examination; they were all successful, gaining 8 A's, 22 B's, 12 C's. Miss J. Gilbert was *prox. acc.* for the European History Medal. For the Junior, 8 girls entered, all of whom passed, gaining 20 first-class passes, 17 second, and 13 third-class; four qualified for matriculation; Miss V. Moffatt gained the medal for Botany, and was *prox. acc.* for the medal in French. Miss H. Ham was *prox. acc.* for the medal in English.

A minor scholarship at Trinity College was won by Miss A. M. Lavarack.

GENERAL.—Details of the numbers in the different school classes, and of the subjects taught, are given fully in Mr. Cameron's report of his inspection of the State Grammar Schools. The Trustees are glad to find that that report bears out their own opinion, previously formed, as to the efficiency of the school.

I have, &c.,

S. W GRIFFITH, Chairman of Trustees.

The Honourable The Secretary for Public Instruction, Brisbane.

[The Trustees' Reports of the Ipswich Grammar Schools for Boys and for Girls, and of the Maryborough Grammar Schools, had not reached the Education Office at the time of going to press.]

ROCKHAMPTON BOYS' GRAMMAR SCHOOL.

THE CHAIRMAN'S REPORT FOR YEAR 1901.

Rockhampton, 2nd April, 1902.

DURING the past year the progress of the school has been satisfactory, the average number of scholars being 62. Owing to the low average age of the boys (13 years) and the small number of scholarship boys (1) and school exhibitioners (2) only two scholars entered for the senior examinations, both passing. One of them also competed for the Queensland Exhibition and was successful in securing second place, while in addition he competed for and gained the Perry Scholarship of Trinity College, Melbourne. The trustees consider this exceedingly creditable and satisfactory. There were no candidates for the Junior Examination; but there will be a fair number next year.

For the Civil Service Examination there were three candidates who gained respectively the second, fifth, and twenty-fifth places. This is gratifying, as it clearly indicates that the ordinary Grammar school education equips a boy for a commercial life, while not narrowing his view by specialisation; for one of these boys had devoted but some six months to the purely Civil service subjects, and another boy three months only.

The alterations and additions to the school buildings have fully justified the expenditure on them by affording increased convenience and comfort, and conditions conducive to health. Considerable improvements to the sports' ground will form a pleasing and attractive adjunct to the institution.

W. HENCHMAN, Chairman.

ROCKHAMPTON GIRLS' GRAMMAR SCHOOL.

Rockhampton, 25th March, 1902.

SIR,—I have the honour, as directed by your letter of 18th instant, to enclose herewith a Report for the year ending December, 1901.

TRUSTEES.—The membership of the Board was not changed during the year. Chairman, S. Williams, Esq.; Treasurer, Holroake Wood, Esq.; The Hon. John Murray, M.L.C.; E. K. Ogg, Esq.; F. H. B. Turner, Esq.; J. C. Tyler, Esq.; and F. H. V. Voss, Esq., F.R.C.S. (England); Secretary, G. G. W. Shaw. (The Hon. John Murray resigned at the beginning of the present year, and W. Spier, Esq., was appointed in his stead.)

STAFF.—No changes took place in the permanent staff during the year, except the addition of *Fraulein Seidel* as foreign language mistress (French and German), at midwinter.

ATTENDANCE.—

First Quarter	...	...	100	Kindergarten	37	...	...	Total 137
Second "	...	...	103	"	29	...	...	" 132
Third "	...	...	109	"	26	...	...	" 135
Fourth "	...	...	105	"	23	...	...	" 128

From prolonged drought and other causes several families have left the town; five such families had an average of three children attending the school.

The above attendance includes two State scholars (one of whom has a bursary), and nine trustees' scholars. The boarders averaged sixteen for the year. (There are now no State scholars at the school.)

Expenditure.

	£	s.	d.
Furniture and fittings	32	17	7
Salaries of permanent masters	1,215	5	0
Music and drawing fees, &c.	65	1	7
Maintenance of buildings and insurance	77	14	2
Water, fuel, light, wages of yardman, and other expenses at school ...	183	15	5
Books and stationery	124	6	11
Advertising and printing, £53 17s. 9d.; interest, £2 6s. 6d.; legal expenses, £11 11s.	67	15	3
Sports' fund vote, £5 5s.; prizes, £25 10s. 6d.; speech day expenses, £8 7s. 6d.; tuning, £1 1s.	40	4	0
Trustees' Scholarships	37	4	0
Boarding fees	553	14	0
Secretary's salary, postages, receipt stamps, office stationery, and expenses	63	4	1
Hollis Hopkins scholarship, awarded during year	10	0	0
	2,471	2	0

The overdraft on 1st January, 1901, stood at £79 16s. 7d.; by the end of the year it had increased £19 11s. 6d., and amounted to £99 7s. 1d., but as the fees owing to the school and the books on hand for sale represent £206 9s. 9d., and all debts due by the school (including the overdraft mentioned) amount only to £213 2s. 6d., the financial position appears to be that the school is just holding its own.

Considerable sums have from time to time been paid out of revenue on the upkeep of the buildings, &c., but the funds available have never been sufficient to provide for all the repairs required.

I have, &c.,

ALLAN W. MACNAUGHTON, Chairman.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX D.

ANNUAL EXAMINATION OF TEACHERS AND OTHERS, 1901.

NEEDLEWORK.

16th December—2 *to* 5.

*** Chequered paper for diagrams and cutting-out is supplied,—one sheet to each examinee.

For Admission as Pupil-Teacher of the Second Class.

THEORY.

Maximum Marks.

12 1. Give directions for putting on a calico patch.

12 2. Draw a diagram, quarter-size, of a pinafore for a child, and give brief directions for making it up. State the age of child for whom the pinafore is suitable.

8 3. Give Miss Smith's drill for teaching the method of holding the threaded needle in conjunction with the thimble.

PRACTICE.

12 1. From madapolam cut out the right or left half of a baby's shirt, and a sleeve for same.

[*N.B.—The sleeve is* NOT *to be triangular or gusset-shaped.*]

8 2. Fix and tack the shoulder to be joined by two parallel rows of stitching, and stitch one row.

5 3. Fix and tack a narrow hem along the top and the front of the garment.

7 4. Finish off with button-hole stitch the bottom of the opening between the front flap and the shoulder-piece.

7 5. Join the sleeve by a run-and-fell seam.

18 6. Fix and tack the sleeve neatly into the garment, and properly finish two inches at the bottom.

11 7. On the proper parts of the shoulder sew a button, and work a loop for it.

For Admission as Pupil-Teacher of the Third Class.

THEORY.

9 1. Give the points for criticism in run tucks.

10 2. Give directions for putting on a flannel patch.

6 3. Draw diagrams, quarter-size, of—

(*a*) A circular waist-band. (Waist, 24 inches.)

(*b*) A sleeve for woman's chemise.

3 4. How is split-thread hemming caused, and how is it to be avoided?

4 5. Describe briefly the proper method of joining-in a new thread when working a button-hole.

PRACTICE.

12 1. From calico, cut out, half-size, the upper part, back and front, of a woman's chemise, with sleeves (all in a piece); also, a neck-band and front piece for same.

[*N.B.—The piece for the front opening may be cut, in the proper direction, from the bottom of the garment.*]

10 2. Cut an opening down the front, and properly finish it off, putting on an upper false piece ending in a point. Sew the bottom, and tack the rest.

4 3. Make the band.

20 4. Gather and stroke the neck, and set on the band. Fix and tack it all and properly finish 2 inches over the gathered part and 1 inch over the plain part.

12 5. On the proper parts of the band sew on a button, and work a button-hole respectively.

10 6. In stocking-web cut a hole about half-an-inch square, and darn it by common method.

For Admission as Pupil-Teacher of the Fourth Class.

THEORY.

12 1. Write notes of a lesson to a Fifth Class on setting-in a gusset.

6 2. Draw diagrams of—

(*a*) Correct cross for cutting twill material on the bias;

(*b*) Diagonal darn suitable for household purposes.

5 3. How is a baby's nightgown fastened at the neck? and where, front or back? What is the correct way of overlapping, right over left, or left over right? What device is adopted to secure the overlapping?

9 4. Give the points for criticism in a hole in stocking-web darned by common method.

PRACTICE.

Maximum Marks.

12 1. From calico cut out, half-size, one leg of a pair of knickerbocker drawers for a child, and a knee-band for same. State the age of child for whom the drawers are suitable.

7 2. Fix and tack the leg for a sew-and-fell seam, and work 1 inch at the bottom. Leave the thread hanging in the top-sewing.

4 3. Make the knee-band.

19 4. Gather and stroke the leg, and set it into the band. Fix and tack it all, and properly finish 2 inches.

13 5. Make a slit in the drawers at the hip, and set on a strengthening tape at the bottom of the opening. Tack, but do not work, the hems down the sides.

13 6. With wool cast on 32 loops, and with 4 needles knit 5 rows ribbed, 2 plain and 2 purl, and cast off. In the course of the knitting make a join in the wool.

For Admission as Teacher of the Third Class.

THEORY.

8 1. Give the faults frequently made in gathering, stroking, and setting into band.

10 2. Draw diagrams, quarter-size, of the various parts of a boy's shirt. State the age of boy for whom the shirt is suitable, and the amount of material required to make it.

5 3. In children's work how do you prevent "bagging" in a run-and-fell seam? and puckering in a sew-and-fell seam?

9 4. Distinguish between Swiss darning, grafting, and stocking-web darning, and their respective uses.

PRACTICE.

12 1. From calico cut out, half-size, the upper part of the front of a woman's nightdress, and a piece for the front opening.

12 2. On the under side of the front opening fix and tack a hem; on the upper side put on a false piece ending in a point. Properly finish the bottom, and tack the rest.

15 3. On each side of the front fix and tack three tucks, graduating in length, and run one of them.

10 4. Cut and work a button-hole on the front piece.

4 5. On the proper part of the garment mark the letter K.

15 6. On print set a patch, 2 inches square, and properly finish half of it.

For Admission as Teacher of the Second Class.

THEORY.

8 1. In inspecting a chemise made, say by a Fourth Class pupil, what are the points you would criticise, and how would you criticise them?

10 2. Describe a sampler suitable for Fifth Class work, showing all the stitches and processes required in the making and mending of calico garments.

6 3. Make diagrams of—

(*a*) The wrong side of stocking-web;

(*b*) The right side of a hole in stocking-web prepared for darning.

8 4. Give directions for arranging the front opening in a boy's shirt, without the addition of false pieces.

PRACTICE.

12 1. From calico cut out, half-size, a shirt sleeve for boy from twelve to fourteen years old; also, a wrist-band of linen with interlining of calico. Indicate on the sleeve which is the under side.

44 2. Make it up by tacking and otherwise, and on appropriate parts work specimens of sew-and-fell seam (1 inch); gathering, stroking, and setting-in; stitching; gusset; sewing-on button; and button-hole.

12 3. With wool cast on 17 loops, and with 2 needles knit (plain and purl alternate rows), a piece to represent the back of the leg of a stocking, making a seam-stitch and two narrowings with three rows between them; and cast off. Make a chain edge to the piece.

GEOGRAPHY.

17th December—9·30 *to* 12·30.

*** Sketch maps must be drawn on as large a scale as the foolscap page will admit.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

50 1. Write in a regular hand with well-formed letters—"*Gympie, Charleville, Thargomindah, Hokitika, Napier, Oamaru.*"

30 2. Draw a sketch map of Australia west of the line joining Cape York and Wilson Promontory. Show and name the principal rivers, lakes, and mountain ranges.

20 3. State, as exactly as you can, the situation of each of the following towns, and say why it is noteworthy—Barcelona, Mafeking, Buenos Ayres, Dundee, Port Darwin, Breslau, Honolulu, Liége.

18 4. Give, in round numbers, the area of each of the continents, and the population of each of the states forming the Commonwealth of Australia.

14 5. State, in such simple language as would be readily understood by Second Class pupils, what each of the following is—A map, a watershed, a volcano, the basin of a river, a geyser, a plateau, an estuary.

18 6. On a full page of foolscap, show all the Queensland railways in their relative positions. Mark and name the principal towns on each line.—[*Do* NOT *draw the outline of the country.*]

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

50 1. Write, in a regular hand with well-formed letters—"*Education Office Gazette for July*"; as a copy for First Class pupils write—"*George, Duke of York*"; and as a copy for Second Class pupils—"*The Gulf of Carpentaria.*"

35 2. Draw a map of the Irish Sea. Show and name on it the principal islands, capes, inlets, mouths of rivers, and seaports.

21 3. (*a*) Name the provinces of India, with the two most important towns in each.

(*b*) Describe the commerce of India, mentioning the the ports through which the trade passes.

(*c*) Write a concise statement as to the "Growth of British Power in India."

16 4. Set down methodically your information as to—(*a*) The agricultural productions; (*b*) the mineral resources; (*c*) the railways; and (*d*) the government of the Dominion of Canada.

18 5. Write short notes, geographical and historical, on the following portions of the British Empire—Cook's Island, Basuto Land, Montserrat, Sarawak, the Seychelles, the Gambia Settlements.

10 6. Name the British colonies and dependencies in which sugar, wheat, and gold, respectively, are produced.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

50 1. Copy the following in plain print—"*Regulations and General Instructions*"; and as a copy for Third Class pupils, write—

"*One who never turned his back, but marched breast forward;*

Never doubted clouds would break;

Never dreamed, though right were worsted, wrong would triumph."

20 2. Explain—Föhn, dew point, cirrus, equation of time, doldrums, revolution of the line of apsides, the anomalistic year.

16 3. (*a*) Name the constituent gases of the atmosphere, and their relative amounts.

(*b*) Describe the origin, action, and use of the carbonic acid gas in the atmosphere, and tell how its presence in air is proved.

22 4. In order to find the length of a degree on the earth's surface the distance between two places north and south of each other respectively must be accurately obtained. How is this done?—[*Illustrate your answer by diagrams and sketches.*]

18 5. Explain, with diagrams, why the days are (1) longer and (2) warmer in summer than in winter.

24 6. Sketch and describe—(*a*) A mercurial barometer; (*b*) a rain gauge. Explain the action and use of either instrument.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

1. Write short notes on—(*a*) Priming and lagging of tide, (*b*) weather and climate, (*c*) rodents, (*d*) the Scandinavian flora, (*e*) the palæarctic zoological region, (*f*) the Toricellian experiment, (*g*) detritus, (*h*) Rennel's current. 24

2. Draw a map of the Pacific Ocean, showing the chief "wind or drift currents." 18

3. (*a*) Explain how ocean currents are caused by unequal temperatures. 24

(*b*) Sketch and describe Dr Carpenter's experiment illustrating oceanic circulation.

(*c*) State briefly the various effects of and the work done by ocean currents.

4. (*a*) State and explain the "simple and obvious tidal phenomena" to which you would draw the attention of a class entering upon the study of tides. 20

(*b*) Give, without written explanation, a diagram to illustrate the cause of the delay in the recurrence of the tides.

5. (*a*) Why does the air become colder the higher we ascend? 14

(*b*) Mention the districts in Europe, Asia, America, and Australasia in which coal is found.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. (*a*) Compare Saturn's moons with our moon as to size, distance, and movements. 8

(*b*) Describe the rings of Saturn. 2

2. Explain, and illustrate by diagrams, why the moon eclipses the sun only when new moon occurs at the nodes. 8

3. Make a comparison between the different eclipses of the sun (total, partial, and annular); and contrast between eclipses of the sun and moon. 10

4. Describe Halley's method of determining the distance of the sun from the earth. 15

5. Enumerate the effects of glacial movement, and give evidences of past glacial action. 8

6. Explain—precession of the equinoxes, nutation, revolution of the line of apsides, and anomalistic year. 12

7. What is meant by equation of time? Name the different days, and the length of each day. 5

8. (*a*) Describe the mode of finding latitude and longitude. 5

(*b*) Change the following distances east of the first meridian into time—180°, 45°, 10°, and 1°; and state whether the times are *before* or *after* Greenwich time. 5

9. Explain why degrees of longitude and latitude vary in length; and state where the longest degree of longitude is found, and where the longest degree of latitude. 12

10. Name the ocean currents in the Pacific and in the Atlantic; and trace the course of the Arctic current and Humboldt's current. 10

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Enumerate the divisions of the Chinese Empire; and describe the physical features, climate, and people of Mongolia. 10

2. Describe the internal communications and foreign commerce of China, naming the "Treaty ports." 10

3. Tabulate the following commodities according to their *uses*, and state *what* they are, and *where* produced—Alkali, asphalt, cinchona, cochineal, coir, colza, copal, copra, cutch, dammar, divi-divi, esparto, gambier, gamboge, henequen, jute, madder, myrobalans, ozokerit, rattans, sandarach, sesame, sumach, train oil, valonia. 20

4. Write what you can on the geography of New Guinea. 5

5. Name the British possessions in Asia and Polynesia. 5

6. Draw a sketch map showing the proposed railway from Capetown to Cairo, and the countries or colonies through which it must pass. 10

7. Give the characteristics of cyclones and anti-cyclones in northern temperate climates. 10

8. State where the following local winds are found, and the directions from which they blow—Mistral, Bora, Samiel, Solano, Föhn, Sirocco, Khamsin, Simoom, Harmattan, Pampero, and Puna. 10

9. Describe the composition and origin of the atmosphere. 8

10. Writes notes of a lesson on clouds. 12

ARITHMETIC AND MECHANICS.

17th December—2 to 5.

*** Set down the working of the sums so that the process by which each answer is obtained may be seen; and draw diagrams to make clear the working of questions in mensuration or mechanics.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

20 1. If the sum of 274 and 108 be multiplied by their difference, and the product be divided by 176, what will be the quotient?

15 2. Find the nearest sum of money to £197 11s. 6d. that can be divided by 23 without a remainder.

30 3. Reduce—

(*a*) 1104 guineas to threepences.

(*b*) 107 ac. 1 rd. to sq. chains.

(*c*) 17424000 sq. yds. to sq. miles.

30 4. From $17\frac{5}{7\frac{3}{5}}$ subtract the difference of $9\frac{3}{4}$ and $4\frac{5}{7}$, and divide the remainder by the product of $\frac{5}{8}$ and $9\frac{3}{7}$.

25 5. What quantity of water must be added to a pipe (126 galls.) of wine, which cost £90, to reduce its price to 10s. 6d. a gallon?

30 6. If a piece of work can be done in 50 days by 35 men working at it together, and if after working for 12 days 16 of the men leave the work, find the number of days in which the remaining men would finish the work.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

15 1. If $\frac{5}{6}$ of $\frac{1}{1\frac{1}{2}}$ of a sum of money exceed $\frac{3}{7}$ of $\frac{5}{8}$ of it by 3s. 2d., what is the sum?

35 2. A person left $\frac{7}{17}$ of his property to his elder son, and $\frac{7}{17}$ of the remainder to his younger son, and the rest to his widow. The elder son received £514 6s. 8d. more than the younger: how much did the widow receive?

40 3. Find, by Practice, the cost—

(*a*) Of $1416\frac{1}{8}$ articles at £15 16s. $6\frac{3}{4}$d. each.

(*b*) Of 119 cwt. 3 qrs. 25 lbs. at £9 6s. 8d. per ton.

30 4. Find the value of $\cdot\dot{8}5714\dot{2}$ of 2·0625 tons + $\cdot\dot{5}7142\dot{8}$ of 3·375 cwts. + $\cdot\dot{7}14285$ of 1·25 qrs. + $\cdot 2857\dot{1}\dot{4}$ of 10·5 lbs.

30 5. A ditch is being dug at the rate of 81 feet per day by 54 men; after 13 days' work 8 of them are replaced by boys, and the work goes on for 11 days more, at the end of which the whole length dug is 1889 feet. How much per day do the boys do?

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

30 1. Express 5 days 12 h. 25 m. 37·92 s. as a decimal of a week.

10 2. State, in the simplest terms, the ratio between a profit of 30 per cent., and a profit of $3\frac{1}{2}$d. in the shilling.

25 3. A bought a horse for £20 16s. 8d., and sold it to B at a gain of 10 per cent.; B sold it to C at a gain of 10 per cent. Find the price C paid for the horse?

30 4. Find the amount of £300 in 2 years at 4 per cent. per annum compound interest, payable half-yearly.

30 5. Given £14 5s. $8\frac{1}{2}$d., the present worth of £14 15s. due one year hence; to find the present worth of £14 4s. due 2 years hence.

25 6. Suppose a person invests £4800 in the 4 per cents, at 80, and at the end of each year invests the dividend which becomes due, in the same stock, at the same price: what will be his dividend at the end of the third year?

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

10 1. A person sold 72 yards of cloth for £8 14s., his profit being the cost of 11·52 yards: how much did he gain per cent?

30 2. Divide £423 into two sums, such that the true discount on one for 5 months, at 4 per cent. per annum, shall equal the present worth of the other for 16 months, at 3 per cent. per annum.

10 3. A society subscribes £45 18s. 9d. to a charity, each member paying as many pence as there are members in the society: find the number of members.

25 4. The top of a may-pole, being broken off by a blast of wind, struck the ground at a distance of 15 feet from the foot of the pole: find the height of the whole may-pole, supposing the length of the broken piece to be 39 feet.

Maximum Marks.

5. Find the side of an equilateral triangle, so that the area may be 100 square feet. 25

6. The radius of a circle is 15 inches: find the diameter of a circle the area of which is three-quarters of the area of this circle. 25

7. The perimeter of an isosceles triangle is 306 feet, and each of the equal sides is five-eighths of the third side: find the area. 25

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. (*a*) Show by a diagram that $30\frac{1}{4}$ square yards = 1 square perch. 10

(*b*) Write an account of Leap years—(i.) What they are; (ii.) When they occur; (iii.) The need for them, and the attempts made at different times to meet this end.

2. (*a*) $7\cdot\dot{6}\dot{3} + \cdot 985432\dot{5} + \cdot\dot{3} + 8\cdot 2546 + 9\cdot\dot{7}2\dot{5}$. 14

(*b*) State and prove the rule for converting a mixed circulating decimal to an equivalent vulgar fraction, taking as an example the conversion of $\cdot\dot{6}\dot{7}$.

3. A can beat B 50 yards in a 1000 yards race, and B can beat C 50 yards in a 1000 yards' race; how far could A beat C in a 1000 yards' race? 12

4. A bookseller sells 3000 copies of a book at 41s., and takes in exchange a bill at 6 months for the amount: how much would he gain or lose by selling them instead for cash at 39s., interest being at 5 per cent. per annum? 15

5. Two kinds of tea are bought, one at £10 14s. 8d. per cwt., the other at £11 13s. 4d. per cwt.; freight and other expenses amount to 10 per cent. on the cost of the tea: how many lbs. of the dearer tea must be used with 100 lbs. of the other so that a profit of 20 per cent. may be made by selling the mixture at 2s. 8d. per lb.? 18

6. One side of a right-angled triangle is 51 feet; the difference between the hypotenuse and the other side is 17 feet: find (i.) the hypotenuse, (ii.) the other side, (iii.) the area, (iv.) the length of the perpendicular let fall from the right angle on the hypotenuse, and (v.) the lengths of the segments into which the hypotenuse is divided by the perpendicular. 20

7. An equilateral triangle and a circle have the same perimeter: Compare their areas. 12

8. The height of a cylindrical vessel is to be half the radius of the base, and the cylinder is to hold a gallon: find the radius. (1 gallon = 277·274 cubic inches.) 12

9. The mast of a ship is 50 ft. high; the circumference at one end is 60 inches, and at the other 36; find the number of cubic feet of wood in the mast. 15

10. A solid is composed of a hemisphere and a cone on opposite sides of the same circular base, the diameter of this base is 5 feet, and the height of the cone is 5 feet: find the volume of the solid. 12

11. How many sq. ft. of canvas would be required to make a conical tent 12 feet in diameter and 8 feet in perpendicular height? 10

For Admission as Teacher of the Second Class.

(Females.)

(Three hours allowed.)

1. Define—Inertia, friction, momentum, poundal, and energy. 10

2. What is the Principle of Archimedes? Describe an experimental proof of its truth. 15

3. How would you explain the *singing* of a tea-kettle? 5

4. Describe the method of graduating a thermometer. 12

5. Why are factory chimneys generally made very high? 6

6. Describe the Magdeburg Hemispheres. What can be proved by their means? 10

7. Describe the action of a common suction pump, illustrating your answer by diagrams. 18

8. Write down (*a*) the three laws of gravitation, (*b*) the three laws of falling bodies, and (*c*) the three laws of motion. 15

9. A steam-engine is moving at the rate of 20 miles an hour when the steam is shut off; if the force of friction be equal to $\frac{1}{3\frac{1}{20}}$ of the weight of the engine, after what time will it stop? 15

10. A plank 12 feet long rests upon the shoulders of two men. At a distance of 3 feet from one end a weight of 120 lbs. is attached: what proportion of the weight will each man have to bear? 9

11. What must be the h.p. of an engine working for 10 hours per day to supply 3000 families with 80 gallons of water each per day, supposing the water to be raised to the mean height of 70 feet? (1 gallon of water weighs 10 lbs.) 15

12. Which has the *greater energy*, a stone weighing 10 lbs., and moving with a velocity of 5 feet per second, or a stone weighing 5 lbs., and moving at the rate of 10 feet per second? Show clearly how your answer is arrived at. 12

13. How is a temperature of 149° Fahr. indicated on—(*a*) a centigrade thermometer, and (*b*) on Reaumur's scale? 8

For Admission as Teacher of the Second Class.

(Males.)

(Three hours allowed.)

Maximum Marks.

5 1. Eight feet represent a force of x poundals. How many feet represent a force of y gravitation units?

12 2. (*a*) The angle between two forces of 20 lbs. and 17 lbs. is 60°: what is the resultant?

(*b*) Prove, geometrically, the truth of the equation you have just used in (*a*).

12 3. ABC is a triangle having a right-angle at C. BC is 12 feet and AC is 20 feet; P is a point in the hypotenuse such that AP is $\frac{1}{4}$ of AB. A force of 50 lbs. acts from C to B, and one of 100 lbs. from C to A—(*a*) Find the moments of the forces with respect to P; (*b*) find the algebraical sum of the two moments. If the point P were fixed, in what direction would the forces make the triangle revolve?

5 4. A rod of cast-iron 100 feet long and cross-section 12 square inches stretches 3 inches under a certain tension. Determine the force producing tension if the modulus of elasticity of cast-iron be 17,000,000 lbs.

9 5. A uniform bar 8 feet long weighing 12 lbs. forms the chord of a circle, the weight of which is 9 lbs. and diameter 10 feet: find the distance of their *c.g.* from the centre of the circle.

9 6. What is the h.p. of a waterfall of 16 feet when the stream above the fall passes through a section of 9 square feet at the rate of 3 miles an hour? (A cubic foot of water weighs 1000 ozs.)

10 7. A uniform bar of iron 10 feet long projects 6 feet over the edge of a wharf, there being a weight placed upon the other end; it is found that when this is diminished to 3 cwt. the bar is just on the point of falling over: find its weight.

9 8. Find the relation between the power P and the weight W in a system of five movable pulleys in which each pulley hangs by a separate string, and the weight of each pulley is equal to P. Sketch the system.

18 9. A ball is projected upwards from the top of a tower 96 feet high, and reaches the ground in 4 seconds. With what velocity was it projected, and how high did it rise?

15 10. Briefly describe Atwood's machine, and show how it is used to ascertain the acceleration of falling bodies due to gravity.

18 11. Two weights of 9 lbs. and 7 lbs. are connected by a string passing over a pulley. After motion has continued for 3 seconds 5 lbs. is taken off the larger weight. In what direction and with what velocity will each be moving at the end of the next 3 seconds?

10 12. A cube of 1 foot edge is suspended in water with its upper face horizontal and at a depth of $2\frac{1}{2}$ feet below the surface. Find the pressure on each face of the cube.

6 13. An inflated bag has 100 cubic feet capacity, and weighs 90 lbs. What weight will just submerge it in water? (1 cubic foot of water weighs 1000 ozs.)

12 14. A casting is made of iron and weighs 4 cwt.; when weighed in water it loses 80 lbs. Is it solid? If not, what is the united volume of the cavities within it? (*s.g.* of iron = 7·2.)

ENGLISH GRAMMAR AND COMPOSITION.

18th December—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

18 1. Define—Vowel, declension, inflection, collective noun, regular verb, subjunctive mood.

20 2. What are the plural forms of—Radix, formula, focus, genus, crisis, cherub, bandit, datum, child, and man-servant?

40 3. Analyse, in detail—

(*a*) Now the bright morning star, day's harbinger,
Comes dancing from the east.

(*b*) He struck the man dead with a single blow.

(*c*) It is pleasant to feel the sun's warmth.

(*d*) And now, their mightiest quelled, the battle swerved with many an inroad gored.

(*e*) The handle of the pump in the yard is broken.

56 4. Parse the words in italics in the following, giving rules of syntax—

(*a*) Up flew the windows *all*.

(*b*) He went crazy through *having lost* his fortune.

(*c*) He ran *all* round the park.

(*d*) I believe *what* you say.

(*e*) *Frightened* by the noise, he ran away.

(*f*) He is *no* wiser than *before*.

16 5. Conjugate the present and future tenses in the indicative and subjunctive moods of the verb *to be*.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks

1 1. What is the rule for the formation of the plural of nouns ending in y? Give the plural forms of lady, chimney, Nancy, and soliloquy.

2 2. From what parts of speech are abstract nouns derived? Write three abstract nouns derived from *each* of these sources.

2 3. Correct, where necessary, the following sentences, giving your reasons for so doing—

(*a*) I know many poor scholars and clergymen who cannot attend Congress without they receive free hospitality.

(*b*) His sickness was so great that I often feared he would have died before our arrival.

(*c*) He had not and could not keep his promises.

(*d*) Though the vase was made of steel, the careless servant broke it.

(*e*) In such a dream, one might forget his cares,
And dream himself in poet's mood away.

25 4. (*a*) Give, in the tabular form [word, prefix, meaning of prefix, suffix, meaning of suffix], the prefixes, and suffixes in the following words—

Hyphen, pipkin, eclectic, dormitory, improve.

(*b*) Define the terms prefix and suffix.

(*c*) Which term is preferable, affix or suffix? Why?

30 5. (*a*) State the nature and relationship of the clauses in the following passage—

Of man's first disobedience, and the *fruit*
Of that forbidden tree, whose mortal taste
Brought death into the world, and all our *woe*
With loss of Eden, *till* one greater Man
Restore us, and regain the blissful seat,
Sing, heavenly *Muse*.

35 (*b*) Parse the words in italics, and give the rules of syntax.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

12 1. What do prepositions show relation between? Make sentences verifying your statement, stating clearly the relation shown.

2 2. What are the several functions of the noun clause? Give examples.

3 3. (*a*) Substitute non-technical words for the words in italics in—"*Articulating* with the upper end of the *sternum* in the *human subject* are the *clavicles*."

(*b*) Re-write—"We must begin our work again, ab initio," using English words only.

(*c*) Re-write in good English—"The mayor gave the alderman the cold shoulder."

(*d*) Re-write—"We treated ourselves to a dozen of the *succulent bivalve*," substituting other words for those in italics.

(*e*) Re-write—"How do you like the shaving of the barber?" so that there will be no ambiguity in its meaning.

4. (*a*) Define the term "Root of a word."

(*b*) Give the Latin roots and their meanings in—Soporific, solution, insipid, nefarious, refulgent, and impugn.

5. State the nature and relationship of the clauses in—

Lodged in sunny cleft
Where the cold breezes come not, blooms alone
The little wind-flower, whose *just*-opened eye
Is blue as the spring *heaven* it gazes *at*,
Startling the loiterer in the naked groves
With unexpected beauty, *for* the time
Of blossoms and green leaves is yet afar.

6. Parse fully the words in italics in (5), and give the rules of syntax.

For Admission as Pupil-Teacher of the Fourth Class

(One hour and a-half allowed.)

1. (*a*) What are the requirements of a perfect alphabet? Briefly criticise our own from this point of view.

(*b*) What letters do you consider redundant in our alphabet?

2. Enumerate the several functions of the present infinitive. Exemplify each function you mention.

HISTORY.

18th December—2 *to* 5.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

12 1. State the events in Australian history that are connected with the following dates—1606, 1642, 1699, 1768, 1779, 1788.

21 2. Write short accounts of the explorations by Dampier and Cook on the Australian coasts, giving dates.

10 3. Mention events that are connected with the following places—Tahiti, Cape Howe, Port Dalrymple, Mauritius, Fowler Bay.

17 4. State the objects and results of Captain Sturt's first and second explorations, giving details.

15 5. Tell the story of Kennedy's exploration in the north of Australia.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

12 1. Mention in succession the races who lived in Britain during the period of English history which you have been learning this year, and the circumstances connected with their residence or arrival in the country, giving a few principal dates.

15 2. *a* State what you know of the employment of the Britons before the Roman invasion.
b What became of the Britons after the Saxon invasion?

21 3. *a* Write a brief sketch of the reigns of Edmund Ironsides and Canute.
b Describe the battle of Senlac. Give dates.

12 4. When and under what circumstances was Christianity introduced into England?

15 5. Give an account of the first and the last of the great Danish invasions in the Saxon period.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

13 1. Describe the character of William II. and that of his government.

15 2. Write brief notes on the feudal system, the Domesday Book, and the condition of England in Stephen's reign.

12 3. *a* Under what circumstances was the Magna Charta granted?
b State the chief clauses in it.

18 4. Write what you know of the reduction of Wales and the wars with Scotland in the reign of Edward I.

17 5. *a* What was Edward III.'s claim to the crown of France?
b Write a short account of his efforts to conquer France, giving dates.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

10 1. Who were the Lollards? Write what you know about them, and their treatment.

15 2. Show by a genealogical table the relationship of Henry IV., Edward IV., and Henry VII., to Edward III. Do this fully.

18 3. Name the circumstances connected with the following battles, arranging them in tabular form under the following heads:—*Date, opposing parties, and results*: Agincourt; first St. Alban's; Wakefield; Bosworth; Stoke; Flodden Field.

12 4. *a* Write a short sketch of the life of Henry VIII., and describe his character.
b How do you account for the despotic power with which he ruled the country?

20 5. *a* Give a brief account of the chief incidents in the life of Mary, Queen of Scots.
b Write notes respecting the following persons—Thomas Cartwright, Sir Philip Sydney, Drake, Essex, Lord Mountjoy, Wolsey.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

10 1. What were the causes that led to the passing of the Act of Security by the Parliament of Scotland, and what were the results to which it gave rise?

8 2. State briefly the causes that led to the insurrections of Argyle and Monmouth, and the results.

12 3. In what respects did Charles I. interfere with the liberties of his English subjects during the eleven years ending 1640?

8 4. Give an account of the Main, Rye, and Rye House plots.

Maximum Marks.

12 5. Describe briefly the home government and foreign policy of the Protector.

8 6. Describe the causes and course of events of the second Dutch War.

9 7. What historical events are connected with the following places—Chalgrove Field, Dover, Kilsyth, Dunbar, Worcester, and Wyendale?

8 8. What colonies were founded in the reign of James I.? Give particulars.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

8 1. Give a brief sketch of the public career of William Pitt and Sir Robert Peel.

8 2. Describe briefly the course of events in India during the reign of George III.

12 3. (*a*) What was the character of parliamentary representation in England previous to the passing of the Reform Bill of 1832.
(*b*) Give the main provisions of the Bill.

10 4. Sketch briefly the course of events that led to the French Revolution.

10 5. Give an account of the commercial panic in the reign of George IV. What measures did it give rise to?

10 6. (*a*) What circumstances led to the renewal of the war with France in 1803?
(*b*) Give a brief sketch of the events of this and the three following years.

8 7. What were the causes and what the results of the second Chinese War?

9 8. Give an account of the Chartists, and of the disturbances to which they gave rise.

GEOMETRY.

19th December—9·30 to 12·30.

DIRECTIONS TO EXAMINERS.—1. Hall and Stevens' symbols and abbreviations may be used. 2. Any letters or figures may be used in the deductions; and any letters except A, B, and C in the book-work. 3. When an answer is shown on more than one page, the figure must be repeated on each page.

For Admission as Pupil-Teacher of the Second Class (Males and Females.)

(One hour and a-half allowed.)

8 1. Define—Plane surface, plane figure, right angle, centre of a circle, parallelogram.

5 2. Distinguish between a *problem* and a *theorem*; and explain the contractions Q.E.F. and Q.E.D.

6 3. Enunciate Euc. I. 6 and I. 19, and name the mode of demonstration employed in each.

18 4. If one straight line stand upon another straight line, then the adjacent angles shall be either two right angles, or together equal to two right angles.

18 5. If one side of a triangle be produced, then the exterior angle shall be greater than either of the interior opposite angles.

20 6. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one greater than the angle contained by the corresponding sides of the other; then the base of that which has the greater angle shall be greater than the base of the other.

For Admission as Pupil-Teacher of the Third Class, for both Males and Females; and for Females, for Admission as Teacher of the Second or Third Class, or as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Define—Corollary, median of a triangle, complementary angles.

2. Explain the method of demonstration known as *Reductio ad absurdum*, illustrating your answer by reference to any proposition in which it is employed.

3. Give the construction only necessary in the following: To a given straight line XY apply a parallelogram equal to a given triangle R, and having an angle equal to a given angle P.

4. If a straight line, falling on two other straight lines, make [illegible] the angles equal to one another, then the straight lines [illegible] be parallel.

FREEHAND.

For Admission as Pupil-Teacher of the First Class.

A Leaf. Conventional form.

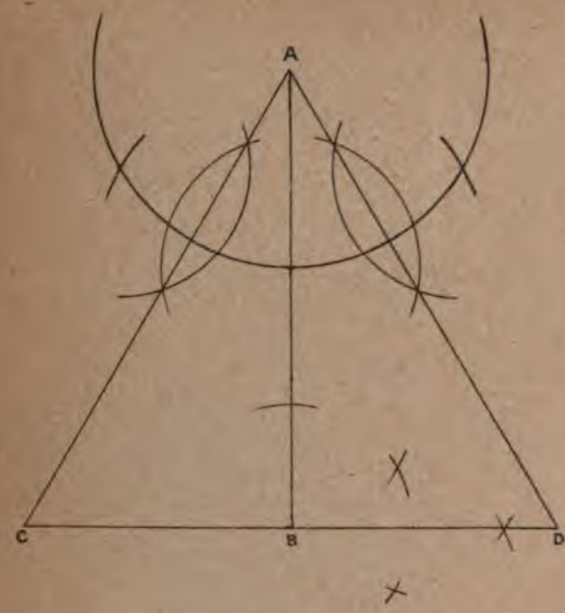
FREEHAND.

For Admission as Pupil-Teacher of the Second Class.

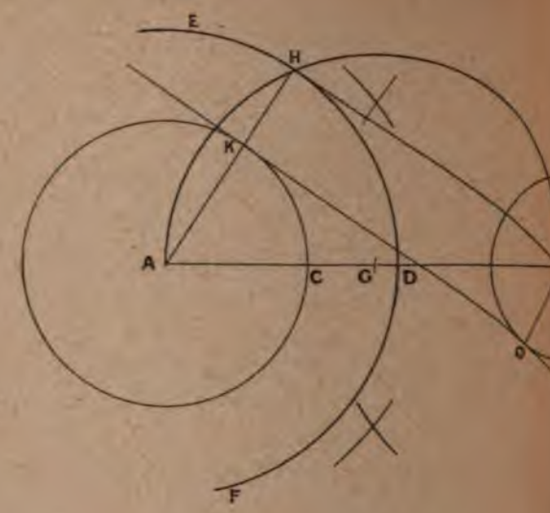
GEOMETRY.

For Admission as Pupil-Teacher of the Fourth Class.

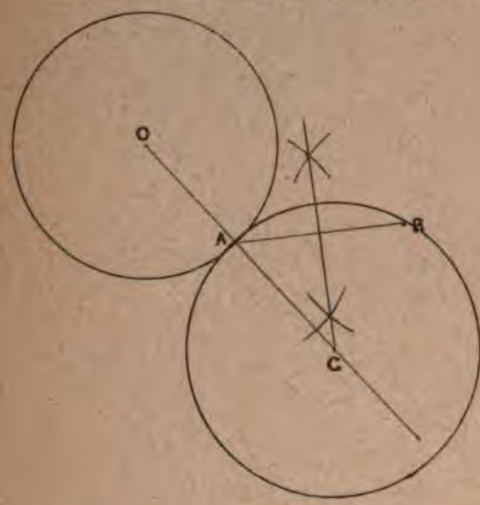
1. Construct an equilateral triangle having a height of 2½ inches.



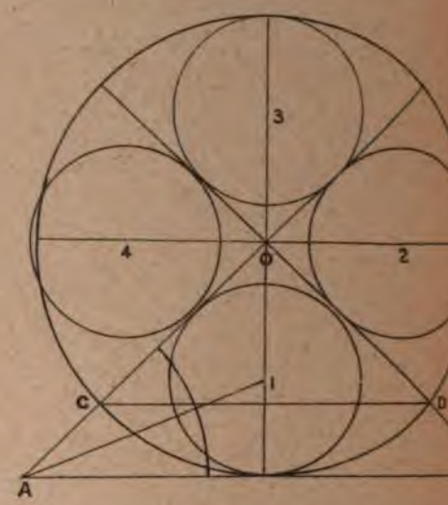
2. Draw a tangent to touch the two given circles int



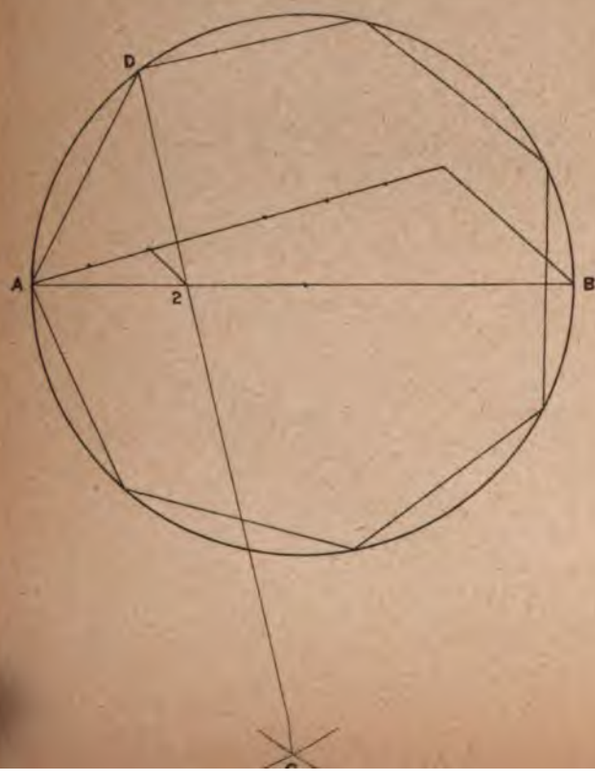
3. Describe a circle touching the given circle at the point A, and passing through the given point B.



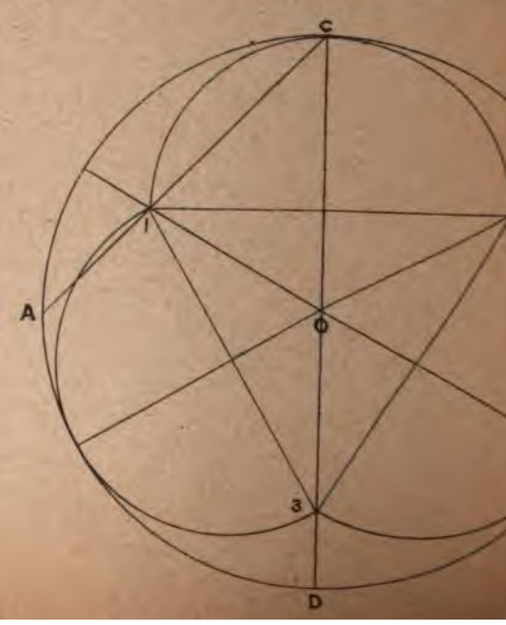
4. In a circle of 2½ in. diameter inscribe four equal cir



5. Inscribe a regular heptagon in the given circle.

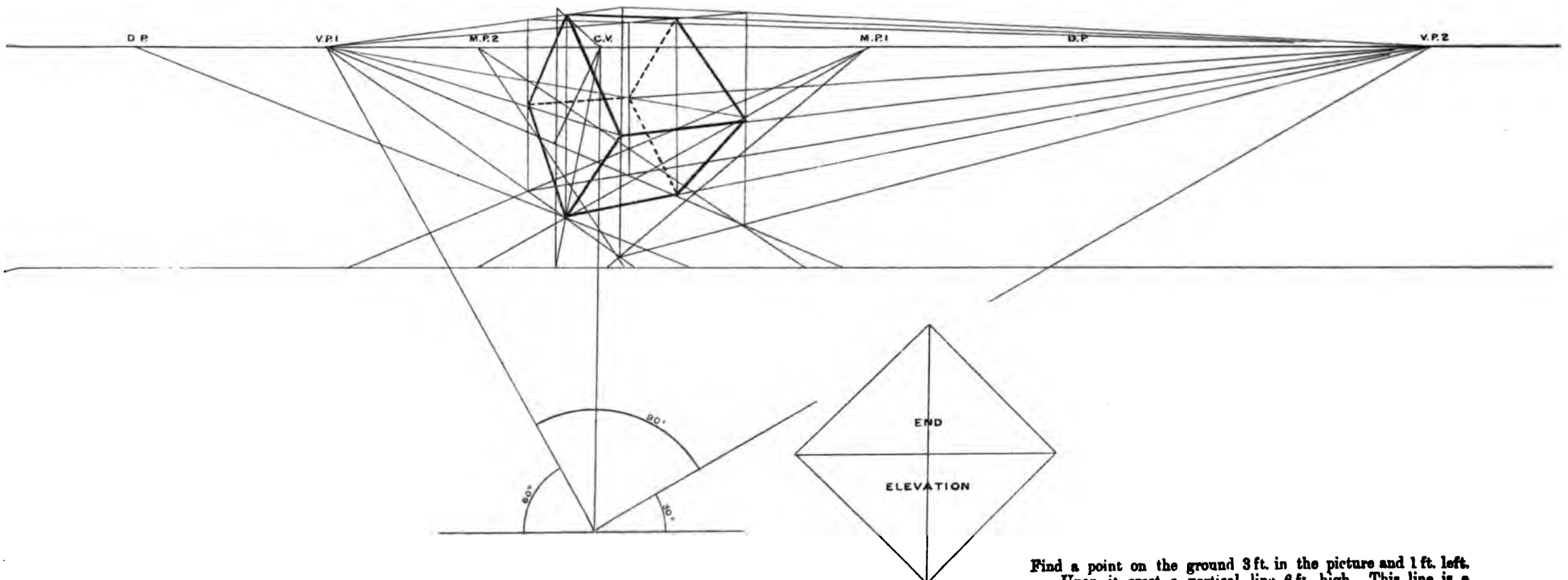


6. In a circle of 3 in. diameter inscribe three equal s



PERSPECTIVE.

For Admission as Teacher of the Second Class.



Find a point on the ground 3 ft. in the picture and 1 ft. left. Upon it erect a vertical line 6 ft. high. This line is a diagonal of a square of which the horizontal diagonal makes an angle of 60° with the Picture Plane towards the left. Complete the Perspective representation of the cube of which this square forms a face.

Height of the eye, 5 ft. Distance, 11 ft. Scale, ½ in. to 1 foot.

Maximum Marks.

17 5. The straight lines which join the extremities of two equal and parallel straight lines towards the same parts are themselves equal and parallel.

18 6. If the square described on one side of a triangle be equal to the sum of the squares described on the other two sides, then the angle contained by these two sides shall be a right angle.

For Admission as Pupil-Teacher of the Fourth Class.

(Males.)

(One hour and a-half allowed.)

10 1. What is an Axiom? Write out Axiom 12, state briefly any objections to it, and quote any other axiom which has been proposed as a substitute.

6 2. Express geometrically— $a^2 - b^2 = (a + b)(a - b)$. Enunciate the proposition of Euc. Bk. II. to which this may be regarded as a corollary.

9 3. Prove that all the interior angles of any rectilineal figure, with four right angles, are together equal to twice as many right angles as the figure has sides.

21 4. In a right-angled triangle the square described on the hypotenuse is equal to the sum of the squares described on the other two sides.

9 5. Show how to divide a given straight line in Medial Section. (*Construction only required.*)

20 6. Describe a square that shall be equal to a given rectilineal figure.

For Admission as Teacher of the Third Class.

(Males.)

(Three hours allowed.)

7 1. If, at a point in a straight line, two other straight lines, on opposite sides of it, make the adjacent angles together equal to two right angles, then these two straight lines shall be in one and the same straight line.

5 2. How many sides has a regular polygon, four of whose angles are together equal to seven right angles? Show clearly how your answer is arrived at

8 3. (*a*) Equal triangles, on equal bases in the same straight line, and on the same side of it, are between the same parallels.

(*b*) Enunciate the converse of this proposition.

5 4. Give the *construction only* necessary in describing a parallelogram equal to a given rectilineal *five-sided* figure, and having an angle equal to a given angle.

9 5. If a straight line is divided equally and also unequally, the rectangle contained by the unequal parts, and the square on the line between the points of section, are together equal to the square on half the line.

13 6. (*a*) If a straight line is bisected and produced to any point, the sum of the squares on the whole line thus produced, and on the part produced, is twice the sum of the squares on half the line bisected and on the line made up of the half and the part produced.

(*b*) State and prove the algebraical equivalent to the foregoing.

7 7. If the straight lines bisecting the angles at the base of an isosceles triangle be produced to meet, they will contain an angle equal to an exterior angle of the triangle, formed by producing the base.

9 8. The two sides of a triangle are together greater than twice the straight line drawn from the vertex to the middle point of the base.

12 9. If, from one of the acute angles of a right-angled triangle, a straight line be drawn to the opposite side, the squares on that side and on the line so drawn are together equal to the squares on the segment adjacent to the right angle and on the hypotenuse.

For Admission as Teacher of the Second Class.

(Males.)

(Three hours allowed.)

6 1. Explain what is meant by the *internal* and *external segments* of a line; and show that the sum of the external segments of a line, or the difference of the internal segments, is double the distance between the points of section and bisection of the line.

9 2. If from any point within a circle which is not the centre, straight lines are drawn to the circumference, the greatest is that which passes through the centre; and the least is that which, when produced backwards, passes through the centre.

9 3. Draw a tangent to a circle from a given point without the circumference.

9 4. Upon a given straight line describe a segment of a circle, which shall contain an angle of 60°.

Maximum Marks.

5. Enunciate the proposition of Euc. Bk. IV. with which the following is identical—"To describe a circle passing through three given points, provided that these are not in the same straight line." Give any other form in which the same problem may be enunciated. 4

6. Inscribe a regular pentagon in a given circle. 10

7. On the sides of any triangle ABC, equilateral triangles BCD, CAE, ABF are described, all external. Show that the straight lines AD, BE, CF are all equal. 8

8. Bisect a given triangle by a line drawn from a given point in one of its sides. 10

9. In any triangle, if a straight line be drawn from the vertex to bisect the base, the squares on the two sides of the triangle shall be equal to twice the square on half the base, together with twice the square on the line drawn from the vertex to the point of bisection of the base. 10

DRAWING.*

19th December—2 to 3·30.

FREEHAND.

For Admission as Pupil-Teacher of the First Class.

The drawing is to be done with blacklead pencil.

The examinee to draw on the paper supplied.

NOTE—

1. Copy the example the same size.
2. No ruling, tracing, or measuring of any kind allowed.

For Admission as Pupil-Teacher of the Second Class.

NOTE—

1. The example is to be enlarged to the size here given, which is one-third as large again.
2. No ruling, tracing, or measuring of any kind is allowed.

SCALE DRAWING.

For Admission as Pupil-Teacher of the Third Class

1. Draw the plan of the piano on the squared paper to the given dimensions: each square representing 2 inches.

2. (*a*) Construct a scale of 1½″ to one foot, showing feet and inches, and measuring 3 feet.

(*b*) From it construct an oblong 2′ 7″ by 1′ 11″ wide.

(*c*) Divide the longer line into nine equal parts.

3. Draw the Desk to the scale of 1 inch to the foot.

NOTE.—The foot must be divided into 12 inches by the method given in the text-book for dividing a line into a number of equal parts: if divided by guesswork or trial no marks will be awarded.

GEOMETRY.

For Admission as Pupil-Teacher of the Fourth Class.

1. Construct an equilateral triangle having a height of 2½ inches.

2. Draw a tangent to touch the two given circles internally.

3. Describe a circle touching the given circle at the point A, and passing through the given point B.

4. In a circle of 2½ inches diameter inscribe four equal circles.

5. Inscribe a regular heptagon in the given circle.

6. In a circle of 3 inches diameter inscribe three equal semi-circles.

NOTE.—The construction lines must be entirely geometrical, and not the result of calculation or trial. In the absence of those lines, which are essential to a correct solution, no marks will be awarded, however correct the result may appear.

MODEL DRAWING.

For Admission as Teacher of the Third Class.

1. Draw the hexagonal prism only.

2. The drawing is to be as large as the paper will admit. Small drawings will be held to be of little value.

PERSPECTIVE.

For Admission as Teacher of the Second Class.

1. What is meant by—(*a*) The Principal Visual Ray? (*b*) The Plane of Delineation? (*c*) A Vanishing Point?

2. (*a*) What lines vanish towards the Point of Sight? (*b*) Where do Parallel Lines vanish?

3. What points are always used in finding the
a picture?

4. Find a point on the ground
1 foot left. Upon it erect a
is a diagonal of a square of
an angle of 60 degrees with the
Complete the Perspective
this square forms a face.

Height of the eye, 5 feet.
to 1 foot.

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* Fifty marks a

MUSIC.

19th December—3·30 *to* 5.

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

10 1. Musical instruments may be divided into three great classes. Name the three classes, and enumerate the chief musical instruments of each class.

8 2. Define the following terms: Rhythm, staff, gamut, clef.

12 3. On a staff of eleven lines, represent the comparative range of the four voices: Bass, tenor, alto, and treble.

20 4. Put the piece of music lithographed for you (Figure I.) into score for treble, alto, tenor, and bass, each part on its proper stave. Prefix the clef to each stave.

For Admission as Pupil-Teacher of the Third Class.

12 1. Draw up a table of time signatures to illustrate simple and compound time, and duple and triple time. Give in separate columns the signatures, the number of beats in each bar, and the value of each beat.

8 2. Illustrate the following time signatures by writing one bar of music in each kind of time: [illegible]. Mark the accent or accents in each.

10 3. Describe Mälzel's Metronome, and explain its use.

5 4. Give the meaning of each of the following musical terms: [illegible].

10 5. Copy out the piece of music lithographed for you (Figure II.), and prefix the time signature to each bar.

For Admission as Pupil-Teacher of the Fourth Class.

10 1. Write down, [illegible].

10 2. [illegible].

8 3. [illegible].

10 4. [illegible].

10 5. [illegible].

For Admission as [illegible]

1. [illegible].

2. [illegible].

3. [illegible].

4. [illegible].

5. [illegible].

6. [illegible].

Maximum Marks.

20 2. (*a*) Specify six qualities of good discipline, and five characteristics of the school habits resulting from it.

(*b*) Point out faults to be avoided in order that the teacher's manner and style may conduce to good discipline.

10 3. Show that, for a collective lesson, some special preparation is generally necessary and always desirable.

15 4. Set down brief directions and hints to help a Pupil-Teacher in teaching Arithmetic.

15 5. Specify the more common faults in writing, and indicate the cause and remedy of each one.

15 6. Give the substance of Gladman's instructions for a Pupil-Teacher who is about to give a Reading Lesson to a Junior Class.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

30 1. (*a*) Write, as a copy for a Fifth Class—*Received by cheque from George White, Esq., the sum of Eight pounds ten shillings, on payment of account rendered.*

(*b*) Write the name of your school in ornamental print.

12 2. Sketch the course of a lesson to a Fourth Class in—(*a*) Geography, and (*b*) History.

8 3. (*a*) Give the substance of Gladman's remarks on "definitions" in connection with Grammar.

(*b*) Gladman says the study of Grammar tends to foster clearness and precision of thought. Give the grounds for this statement in detail.

6 4. What matters are included under the term Organization, as applied to the working of a school?

10 5. Name the several Returns to be sent in a Queensland school, and give the substance of the General Instructions relating to the keeping of the Class Roll.

10 6. Name the several Returns required from a Queensland school, and give the substance of the General Instructions relating to the Monthly Return.

10 7. For what purposes should punishment be inflicted? Should these purposes be attained, what will be the effect on the offender and on the other pupils?

10 8. [illegible].

9 9. [illegible].

For Admission as Teacher of the [illegible]

Three hours allowed.

1. [illegible].

2. [illegible].

3. [illegible].

4. [illegible].

5. [illegible].

6. [illegible].

7. [illegible].

8. [illegible].

9. [illegible].

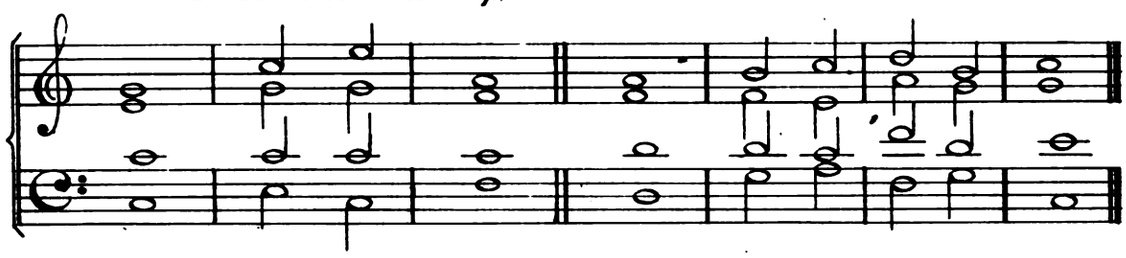
MUSIC

EXAMINATION OF TEACHERS

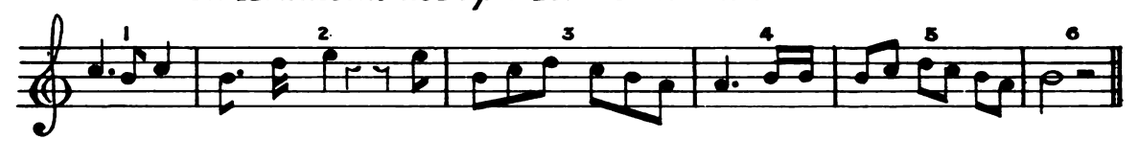
DECEMBER, 1901.

For Admission as Pupil-Teacher of the Second Class.

I.



For Admission as Pupil-Teacher of the Third Class.

II.

For Admission as Pupil-Teacher of the Fourth Class.

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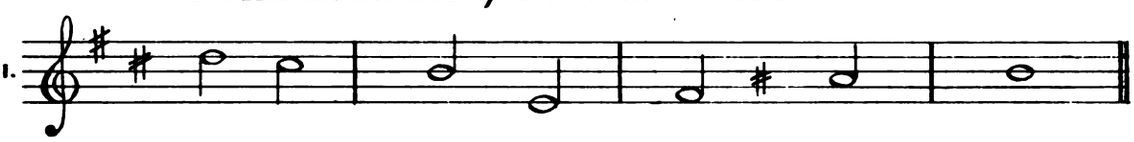
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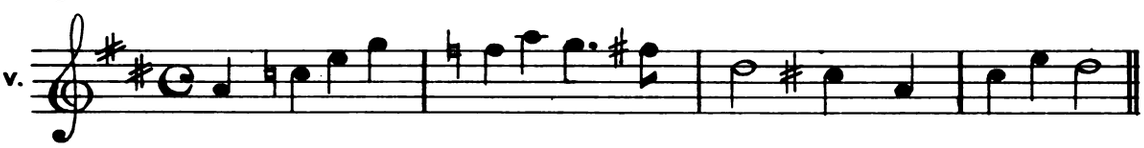
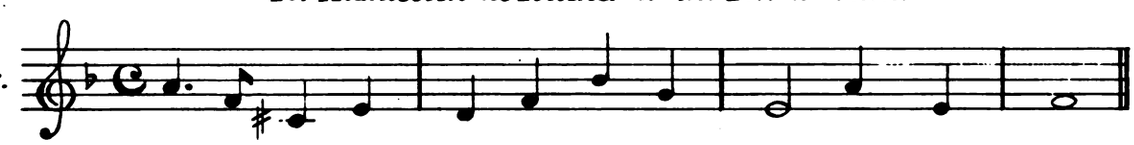
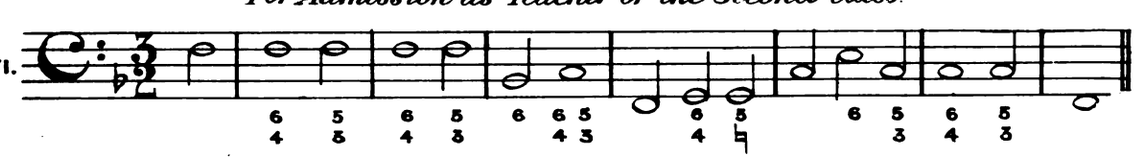

For Admission as Teacher of the Third Class.

V.



For Admission as Teacher of the Second Class.

VI.

ALGEBRA.

20th December—2 to 5.

*** All the details of the work must be given.

or Admission as Pupil-Teacher of the Second Class.
(Males and Females.)

(One hour and a-half allowed.)

imum Marks.

1. Explain, giving an example of each — Coefficient, like terms, algebraical sum. Show clearly why—
$$x - (y - z) = x - y + z.$$

2. (*a*) If $a = 8$, $b = 6$, $c = 1$, $x = 9$, $y = 4$, find the value of—
$$\sqrt[3]{\left(\frac{6cy^4}{x^2}\right)} + 2\sqrt{\left(\frac{3a^3}{4b^3}\right)}.$$
(*b*) If $a = -4$, $b = -3$, $c = -1$, $f = 0$, $x = 4$, find the value of—
$$7\sqrt{(a^2x)} - 3\sqrt{(b^4c^2)} + 5\sqrt{(f^2x)}.$$

3. Add the sum of $2y - 3y^2$ and $1 - 5y^3$ to the remainder left when $1 - 2y^2 + y$ is subtracted from $5y^3$.

4. Simplify—
$$2a - b - (3a - 2b) + (2a - 3b) - (a - 2b).$$

5. Multiply together—
$\frac{1}{2}ax + \frac{1}{2}x^2 + \frac{1}{2}a^2$ and $\frac{1}{2}a^2 + \frac{1}{2}x^2 - \frac{1}{2}ax$.

6. Multiply, by the method of detached coefficients—
$6a^4 + 4a^3b + 8ab^3 + 4b^4$ by $4a^2 - 2b^2$.

7. Divide—
$a^3 + 3a^2b + b^3 - 1 + 3ab^2$ by $a + b - 1$.

admission as Pupil-Teacher of the Third Class, for both Males and Females; and for Females, for admission as Teacher of the Second or Third Class, or as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Define, giving an example of each—Identical equation and simple equation. Give a general rule for solving any simple equation with one unknown quantity.

2. Solve the equations—
(i.) $3(x - 1)^2 - 3(x^2 - 1) = x - 15.$
(ii.) $\frac{x}{4} - \frac{x + 10}{5} + 4\frac{3}{4} = x - 1 - \frac{x - 2}{3}.$

3. Simplify—
$$x\{x - b - x(a - bx)\} + ax - x\{x - x(ax - b)\},$$
and in the result re-group the terms according to powers of x.

4. Simplify—
$$\frac{104xyzk^2p}{28xy^2kp^2} \times \frac{56y^2z^2p}{26y^2z^2k}.$$

5. Express as equivalent fractions with common denominator—
(*a*) $\frac{2}{a}, \frac{b}{3}, \frac{a}{9}.$
(*b*) $\frac{x}{y}, \frac{y}{x}, 3x.$
(*c*) $\frac{4a}{5b}, \frac{3a}{10c}.$

6. In a cricket match the byes were double of the wides, and the remainder of the score was greater by 3 than twelve times the number of byes. If the whole score was 138, how were the runs obtained?

7. An egg-dealer bought a certain number of eggs at 1s. 4d. per score, and five times the number at 6s. 3d. per hundred. He sold the whole at 10d. per dozen, gaining £1 7s. by the transaction. How many eggs did he buy?

or Admission as Pupil-Teacher of the Fourth Class.
(Males.)

(One hour and a-half allowed.)

1. Show, by examples, that the rule for extracting the square root in arithmetic is based upon the algebraical method.

2. Find the square root of—
$$4x^4 + 32x^3 + 96 + \frac{64}{x^4} + \frac{128}{x^3}.$$

Maximum Marks.

3. Extract the cube root of— 12
$$1 - 6x + 21x^2 - 44x^3 + 63x^4 - 54x^5 + 27x^6.$$

4. Resolve into factors— 6
$$x^2 - a^2 + y^2 - 2xy.$$

5. State the principle exemplified in— 10
$$(x + y)(x - y) = x^2 - y^2;$$
and apply this principle to find the product of—
$$a^3 - 2a^2c + 2ac^2 - c^3$$
and
$$a^3 + 2a^2c + 2ac^2 + c^3.$$

6. Solve— 12
$$\frac{1}{x} - \frac{2}{y} + 4 = 0$$
$$\frac{1}{y} - \frac{1}{z} + 1 = 0$$
$$\frac{2}{z} + \frac{3}{x} = 14.$$

7. A family, consisting of three adults and five children, spends in food £1 17s. 6d. a week. Distress, however, comes when they can afford only £1 per week, and the food of each adult is diminished by one-half, and of each child by one-third. Find the cost per week of an adult and of a child. 15

For Admission as Teacher of the Third Class.
(Males.)

(Three hours allowed.)

1. (i.) "If an expression contain a certain factor, any multiple of the expression is divisible by that factor." 6
(ii.) "If two expressions have a common factor, it will divide their sum and their difference; and also the sum and the difference of any multiples of them."
Prove the above statements.

2. Find the highest common factor of— 8
$3x^4 - 5x^3 + 2$, and $2x^3 - 5x^2 + 3$.

3. Find the lowest common multiple of— 7
$a^2 - b^2$, $a^2 - b^2$, $a^3 - a^2b - ab^2 - 2b^3$.

4. Find the value of— 6
$$\frac{a + 3b}{4(a + b)(a + 2b)} + \frac{a + 2b}{(a + b)(a + 3b)} - \frac{a + b}{4(a + 2b)(a + 3b)}.$$

5. Simplify— 6
$$\frac{1}{x - \frac{2}{x + \frac{1}{2}}} \times \frac{1}{2 + \frac{1}{x}} \div \frac{x}{2x - \frac{x + 4}{x + 1}}.$$

6. Solve— 6
$$4x + 2y + z = 14$$
$$3x - y + 2z = 3$$
$$x + 7y - z = 23.$$

7. A man has a number of pounds and shillings, and he observes that if the pounds were turned into shillings and the shillings into pounds he would gain £5 14s.; but if the pounds were turned into half-sovereigns and the shillings into half-crowns he would lose £1 13s. 6d. What sum has he? 9

8. Simplify— 7
$$\left\{\frac{2}{x} - \frac{1}{a + x} + \frac{1}{a - x}\right\} \div \left(\frac{a + x}{a - x} - \frac{a - x}{a + x}\right).$$

9. If $x = 6$, $y = 7$, $z = 8$, find the value of 6
$$x\left\{y\left(z - \frac{1}{z}\right)\right\} - \frac{y}{z}\left\{y - 3\left(\frac{x}{3} - xz^2\right)\right\} - 2xz\left\{-y\left(1 + \frac{y}{2xz^2}\right)\right\}.$$

10. Express, in factors, the square root of— 6
$$(x^2 + 8x + 7)(2x^2 - x - 3)(2x^2 + 11x - 21).$$

11. Find the cube root of— 8
$$\ldots - 27 + \frac{48x^2}{y^2}.$$

For Admission as Teacher of the Second Class.

(Males.)

(Three hours allowed.)

Maximum Marks.

5 1. Solve—

$$\left(\frac{x}{a}-3\right)\left(\frac{3x}{a}-1\right)-\frac{1}{a^2}(x-2a)(2x-a)=\left(\frac{x}{a}-1\right)^2-1.$$

8 2. A, B, C are three towns forming a triangle. A man has to walk from one to the next, ride thence to the next, and drive thence to his starting point. He can walk, ride, and drive a mile in a, b, c minutes respectively. If he starts from B he takes $a+c-b$ hours, if he starts from C he takes $b+a-c$ hours, and if he starts from A he takes $c+b-a$ hours. Find the length of the circuit.

6 3. Solve—

$$\frac{1}{x^2}-\frac{1}{y^2}=91$$

$$\frac{1}{x}-\frac{1}{y}=1.$$

12 4. The fore-wheel of a coach makes 6 revolutions more than the hind-wheel in going 120 yards; but if the circumference of each wheel be increased one yard, the fore-wheel will make only 4 revolutions more than the hind-wheel in the same distance. Find the circumference of each wheel.

Maximum Mari

5. By means of factors, divide—

$$5x(x-11)(x^2-x-156) \text{ by } x^3+x^2-132x.$$

6. Write down the value of—

$$\frac{a^{\frac{3}{2}}+ab}{ab-b^2}-\frac{\sqrt{a}}{\sqrt{a}-b}.$$

7. Divide 183 into three parts in G.P. such that the sum of the first and third is $2\frac{1}{10}$ times the second.

8. The sides of a triangle are as $1 : 1\frac{1}{2} : 1\frac{3}{4}$, and the perimeter is 221 yards: find the sides.

9. Expand the following binomial— 7

$$\left(2-\frac{x}{2}\right)^6.$$

10. Given log. 2 = ·3010300, log. 3 = ·4771213, log. 7 = ·8450980, find the value of— 8

$$2\log.\frac{75}{49}+\log.\frac{135}{32}-3\log.\frac{45}{28}.$$

11. Find the present value of an annuity of £900 to continue for 20 years, at $4\frac{1}{2}$ per cent. compound interest. Given log. 1·045 = ·01912, and log. 41458 = 4·6176. 8

FOR EXAMINATION AS TEACHER OF THE FIRST CLASS, 1901.

ENGLISH I.

17th December—9·30 *to* 12·30.

1. Through what stages may compounds pass?
2. Enumerate and describe all possible causes of resemblance between different languages.
3. Discuss the possibility of accurately grouping the Indo-European languages.
4. Describe the conjugation of the old English verb, strong and weak; and mention any survivals of the past participle prefix and the present participle termination.
5. What foreign infusions had English received before the Norman Conquest?
6. Classify and illustrate the French words that came in owing to the Norman Conquest.
7. Describe fully the characteristics of the dialect used by Chaucer.
8. Discuss the history and peculiarities of pronominal words in the 16th century.
9. Translate the following passages, mentioning the dialect and approximate date:—

(*a*) Schriues to Lauerd, for gode he is;
For in werld es merci his.
Saie thai with gode wille and thoght,
Whilk that of Lauerd ere boght;
Wham he boght of hand of faa,
Fra rikes samened he tha.
Fra sun-spring to setel-gang,
Fra north, fra the see swa lang.
Thai dweled in an-nes in drihede wai;
Of cite of woning-stede noght fand thai.

(*b*) It is wisdom for to wytten
The state of the land, and haf it wryten,
what manere of folk first it wan,
& of what kynde it first began;
And gude it is for many thynges
for to here the dedis of kynges,
whilk were foles, and whilk were wyse,
& whilk of tham couthe most quantyse,
and whilk did wrong, and whilk ryght
& whilk maynten[e]d pes & fyght.

(*c*) Hyt semeth a gret wondur hough Englysch, that ys the burth-tonge of Englysch men & here oune longage and tonge, ys so dyuers of soun in this ylond; and the longage of Normandy ys comlyng of a-nother lond, and hath on maner soun among al men that speketh hyt aryght in Engelond. Notheles ther ys as meny dyuers maner Frensch yn the rem of Fraunce as ys dyuers manere Englysch in the rem of Engelond.

(*d*) Chill tell thee what, good vellowe,
Before the vriers went hence,
A bushell of the best wheate
Was zold vor vourteen pence;
And vorty egges a penny
That were both good and newe;
And this che zay my zelf have zeene,
And yet ich am no Jewe.

ENGLISH II.

17th December—2 *to* 5.

1. (*a*) Translate into Modern English—

(i.) A gentil Manciple was ther of a temple,
Of which achátours myghte take exemple
For to be wise in byynge of vitaille;
For, whether that he payde or took by taille,
Algate he wayted so in his achaat
That he was ay biforn and in good staat.
Now is nat that of God a ful fair grace
That swich a lewed mannes wit shall pace
The wisdom of an heepe of learned men?
Of maistres hadde he mo than thriës ten,
That weren of lawe expert and curious,
Of whiche there weren a duszeyne in that hous
Worthy to been stywardes of rente and lond
Of any lord that is in Engelond,
To maken hym lyve by his propre good
In honour dettelees, but if he were wood,
Or lyve as scarsly as hym list desire,
And able for to helpen al a shire
In any caas that myghte falle or happe;
And yet this Manciple sette hir aller cappe.

(ii.) Lo, swich a lucre is in this lusty game
A mannes myrthe it wol turne unto grame,
And empten also grete and hevye purses,
And maken folk for to purchacen curses
Of hem that han hir good therto y-lent.
O fy, for shame! they that han been brent,
Allas! kan they nat flee the fires heete?
Ye that it use I rede ye it leete,
Lest ye lese al, for "bet than nevere is late";
Nevere to thryve were to long a date.
Though ye prolle ay, ye shul it nevere fynde.
Ye been as boold as is Bayard the blynde,
That blondreth forth and peril casteth noon.

(*b*) Explain the following quotations—

(i.) She was a prymerole, a piggesnye.
(ii.) But natheless, I recche noght a bene
Though I come after hym with hawe-bake.
(iii.) Allas, ye lordes, many a fals flatour
Is in youre courtes, and many a losengeour.
(iv.) A faucon peregryn thanne semed she
Of fremde land.
(v.) Til he had terved hym, he koude not blynne.

2. What is the story of the Nun's Priest's Tale?
3. It has been said that Bacon's portrait of Henry VII. is "almost entirely eulogistic." Can you mention any actions or qualities for which he blames the King?
4. Compare the characters and conduct of Macbeth and his wife.
5. Discuss the theory that the *Midsummer Night's Dream* was a masque performed on occasion of a noble marriage at which the Queen was present.
6. Contrast the use of the supernatural in *Macbeth* and the *Midsummer Night's Dream*.
7. Describe the various mental phases through which Adam and Eve respectively pass in the day of the Fall from their awakening till their quarrel.

8. Explain the following quotations—
   (*a*) First for a bravery upon this accession of power, they crowned their new King in the cathedral church of Dublin.
   (*b*) The severe punishment of mort pays.
   (*c*) The cowslips tall her pensioners be.
   (*d*) This fellow doth not stand upon points.
   (*e*) The blood-boltered Banquo smiles on me.
   (*f*) (Let) no compunctions visitings of nature
   Shake my fell purpose, nor keep peace between
   The effect and it.
   (*g*) The space of seven continu'd nights he rode
   With darkness, thrice the equinoctial line
   He circl'd, four times cross'd the car of night
   From pole to pole, traversing each colure.
   (*h*) She fair, divinely fair, fit love for gods,
   Not terrible, though terror be in love
   And beauty, not approach't by stronger hate.

ENGLISH III.

History of Literature, 1760 to 1800.

18th December—9·30 *to* 12·30.

1. Sketch the literary career of Goldsmith.
2. Describe the progress of Chatterton and Macpherson.
3. Who were the chief historians of the period?
4. Discuss the objects and authorship of the letters of Junius.
5. Estimate the character of Burke's style.
6. Enumerate and characterise the forerunners of Burns.
7. Sketch briefly the life of Burns.
8. Compare Crabbe and Cowper in their attitude to Nature.
9. Describe the more typical achievements of Smart and Blake.

GEOMETRY.

19th December—2 *to* 5 *p.m.*

1. Upon the same base, and on the same side of it there cannot be two triangles having their sides which are terminated in one extremity of the base equal to one another, and likewise those which are terminated at the other extremity.
2. If two sides of a quadrilateral are parallel, the triangle contained by either of the other sides and two straight lines joining its extremities to the middle point of the opposite side is equal to half the quadrilateral.
3. If a straight line be divided into two equal and also into two unequal parts, the rectangle, &c. Complete this enunciation, and prove the proposition.
4. Divide a given straight line into two parts so that rectangle contained by them may be equal to a given square.
5. Prove that the opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.
6. Shew that the locus of the point, the tangents from which to two non-intersecting circles are equal, is a straight line.
7. From the angular points of a parallelogram perpendiculars are drawn to the diagonals. Prove that a parallelogram equiangular with the original parallelogram can be formed by joining the feet of the perpendiculars.
8. Inscribe a regular hexagon in a given circle.
9. Describe a triangle having each of the angles at the base double of the third angle.
10. In the preceding question ABD is the triangle, and the smaller circle meets AB in C and the larger circle in F and AF meets BD produced in G. Prove that CDGF is a parallelogram.
11. Similar triangles are to one another in the duplicate ratio of their homologous sides.
12. The rectangle contained by the diagonals of a quadilateral inscribed in a circle is equal to the sum of the rectangles contained by the opposite sides.

GERMAN.

Paper I.

18th December—2 *to* 5.

1. (*a*) Write down the following words in the plural—Hageſtolz, Vormund, Schalk, Angſt, Merkmal, Moraſt, Kapaun, Ahn, Kleinod, Reptil.

   (*b*) What is the difference in meaning between the following plurals—Dinge, Dinger; Läden, Laden; Orte, Örter; Bänke, Banken; Horne, Hörner?

2. (*a*) Give the gender of the following, and note any peculiarity in each instance—Petſchaft, Hornung, Stahl, Antwort, Anmuth, Gegentheil.

   (*b*) How do the following words differ in meaning according to their gender—Bauer, Geißel, Steuer, Harz, Kiefer, Stift?

3. Decline throughout—*Such a good man, my good brother*, and in the singular—*fresh milk, something better* (Etwas Besseres), *a Berlin child* (use the adjective Berliner), *thou poor lady.*

4. Translate idiomatically—What day of the week is it? I have lost most of my books. Eight of us were there. For aught I care, you may go. These were happy days. I who have done so much.

5. (*a*) Give the principal parts of Senden, wiſſen, befehlen, biegen, fahren, laufen, ſchlafen, treten.

   (*b*) Form factitives from einſchlafen, fahren, liegen, ſinken.

   (*c*) How do the following verbs vary in meaning according as they are separable or inseparable, durchziehen, überführen, umgehen, unterbleiben.

6. Explain the following idioms—Das geht auf Sie; bei Todesſtrafe; für fünf Marke Erdbeeren; er brachte ihn um ſeine Stelle; ich halte viel auf ihn; einen Tag um den andern.

7. When is the finite verb not placed last in subordinate sentences?

8. Give instances of the Present Infinitive Active used in German where we should use (*a*) the Imperative, (*b*) the Present Participle, (*c*) the Past Participle (passive); and (*d*) of the Past Participle used in German where we should use the present.

Paper III.

19th December—9·30 *to* 12.30.

Translate in German—

(*a*) It was necessary to the success and even to the safety of the highwayman that he should be a bold and skilful rider, and that his manners should be such as suited the master of a fine horse. He, therefore, held an aristocratical position in the community of thieves, appeared at fashionable coffee-houses and gaming-houses, and betted with men of quality on the race ground. Sometimes, indeed, he was a man of good family and education. A romantic interest therefore attached, and perhaps still attaches to the names of freebooters of this class. The vulgar eagerly drank in the tales of their ferocity and audacity, of their occasional acts of generosity and good nature, of their amours, of their miraculous escapes, of their desperate struggles, and of their manly bearing at the bar and in the cart.

(*b*) When we consider the history of opinion, or the ordinary course of human life, to what is it to be ascribed that the one and the other are no worse than they are? Not certainly to the inherent force of the human understanding; for, on any matter not self-evidant, there are ninety-nine persons totally incapable of judging it, for one who is capable; and the capacity of the hundreth person is only comparative; for the majority of the eminent men of every past generation held many opinions now known to be erroneous, and did or approved numerous things that no one will now justify. Why is it, then, that there is on the whole a preponderance among mankind of rational opinions and rational conduct? If there really is this preponderance, it is owing to a quality of the human mind, the source of everthing respectable in man either as an intellectual or as a moral being, namely, that his errors are corrigible. He is capable of rectifying his mistakes by discussion and experience.

(*c*) If ever Hamlet's news that "the world has grown honest," should prove true, there would be an end of our newspaper. For, what is the epitome of a newspaper? In the first place, specimens of all the deadly sins, and infinite varities of violence and fraud; a great quantity of talk, called by courtesy legislative wisdom, of which the result is an incoherent mass of law shot down as from a rubbish-cart on the heads of the people; lawyers giving tongue at each other in that peculiar style of eloqu[illegible]ich the first and most distinguished practitio[illegible]s;

bear-garden meetings of municipal councils in which mayor and aldermen abuse each other in choice terms, not all to be found even in Rabelais; societies of all kinds teaching everybody everything and meddling with everybody's business; mountebank advertisements, which promise the beauty of Helen in a bottle of lotion, and the age of Methuselah in a box of bills; folly all alive in things called reunions; announcements that some exceedingly stupid people have been entertaining as stupid a company. And all these diverse matters are brought into a family likeness by the varnish of a slipshod and pretentious diction.

HISTORY.

The Constitutional History of England.

19th December—2 *to* 5.

You are recommended to answer eight questions, and no more.

1. "The English nation is the combined product of several populations."
   Explain and discuss this statement.
2. Explain, shortly, the following:—Gesithas, thanes, eorls, ceorls, theows, reeve, were-gild.
3. What were the chief causes of the growth of the "Feudal System"? Describe its main principles and characteristics.
4. Sketch the history of Villeinage in England.
5. "No freeman shall be taken or imprisoned . . . unless by the lawful judgment of his peers, or by the law of the land."
   Discuss the meaning of this article of Magna Carta, and show its importance.
6. Show the importance of the knights of the shire in the early history of Parliamentary institutions.
7. Illustrate the growth of the power of the Parliament, and especially of the House of Commons during the fourteenth and fifteenth centuries.
8. Sketch the history of the Court of the Star Chamber, and the Court of High Commission.
9. Describe the situation that led to the drawing up of the Petition of Right, and show the importance of that document.
10. Describe the events that led to the fall of James II.
11. "Since the reign of William III., the royal heads of our limited monarchy have exercised comparatively little personal influence in State affairs."
    Discuss this statement.
12. What were the main consequences of the passing of the Reform Act of 1832?

EUROPEAN HISTORY.

20th December—9·30 *to* 12·30.

You are recommended to answer eight questions, and no more.

1. "The transition from the Middle Ages to modern times." What do you understand by this phrase?
2. What lands were ruled by the Emperor Charles V.? Show, with the help of a genealogical table, how he inherited them.
3. Discuss the reasons that led Luther to rebel against the Church of Rome.
4. "The religious peace of Augsburg could not be, as intended, a permant settlement of the questions at issue."
   Discuss this statement.
5. What were the chief causes of the revolt of the Netherlands against Spain? Why did it prove impossible to keep the Netherlands united?
6. Shortly explain the parts taken in the "Thirty Years' War" by (*a*) Wallenstein, and (*b*) Gustavus Adolphus.
7. Discuss shortly the foreign policy of Louis XIV.
8. Write a short account of the reign of Peter the Great.
9. In what respects does the reign of Frederick the Great mark an important epoch in the history of Prussia?
10. Trace shortly the course of the French Revolution to the death of the king.
11. "In Germany a single race was divided under many Governments; here national instinct impelled to unity. In the Austrian Empire a variety of races were held together by one crown; here national instincts impelled to separation."
    Explain and illustrate this statement.
12. Describe the policy of the British Government towards Turkey from 1821 to 1878
13. Write a short account of the reign of Victor Emmanuel.

BOTANY.

Paper II.

17th December—9·30 *to* 12·30.

1. Refer the *six* plants placed before you to their natural orders. Give your reasons for so doing, and describe each plant, taking the parts (when present) in the following order:—

Stem	Bracts	Corolla
Leaves	Flower	Stamens
Inflorescence	Calyx	Pistil.

2. Describe the Androecium in the following plants:—*Ricinus*, *Grevillea*, *Eugenia*, *Cassia*, *Swainsonia*, and *Coprosma*.
3. Describe fully the structure and arrangement of the flower in the Maize (*Zea*).
4. Give a general account of the order *Euphorbiaceæ*.
5. Give an account of the constitution of the inflorescence in the *Compositæ*, illustrating your answer by reference to specific examples.

MAGNETISM AND ELECTRICITY.

Paper I.

17th December—2 *to* 5.

1. Starting with the definition of unit charge in electrostatics, show how the unit magnetic pole is defined, and starting with the definition of unit pole in magnetism, show how unit charge of electricity is defined. What system of units is used in practice, and in what way are these units related to those of the above systems?
2. Explain how a concept may be reached which expresses the state of magnetisation of the material forming a magnet. Deduce the relation $B=4\pi I+H$, explaining the meaning of each term in the expression.
3. Draw and explain the diagram which gives the relation between the magnetic induction and the magnetising force in the case of soft iron.
4. A magnet is placed "end on," east of another small magnet which is capable of rotation round a vertical axis, the two magnets being in the same horizontal plane. Find an expression for the deflection of the small magnet.
5. Explain exactly how you would determine, with a gold leaf electroscope, whether a body was positively or negatively electrified.
6. Find the potential at a point due to a uniformly charged sphere and deduce the value of the capacity of an isolated sphere.
7. Define the expression, "the specific inductive capacity of a dielectric," and explain the importance of the concept. Describe how you would construct a condenser of considerable capacity.
8. Describe any form of electrometer and explain how differences of potential may be determined by its use.

Paper II.

18th December—9·30 *to* 12·30.

1. Describe the magnetic field round a long straight wire carrying a current. How does the magnitude of the magnetic force at a point near the wire vary with respect to the distance of the point from the wire? How can one predict which end of a piece of iron will become a north pole when the iron is placed in a solenoid connected with a battery?
2. Distinguish between galvanometers intended for the accurate *measurement* of currents and those intended merely for the *detection* of small currents. Explain exactly the theory of a current measurement by the use of a Tangent Galvanometer.
3. Explain, with full theoretical and practical detail, the method of comparing resistances by any form of Wheatstone's Bridge.
4. Describe fully the potentiometer method of comparing potential differences.
5. Describe fully Faraday's fundamental experiments on electromagnetic induction, and give the "law" which Faraday invented to describe the phenomena.
6. A train travels horizontally with a velocity of 32 kilometres per hour at a place where the vertical intensity of the earth's magnetic field is 0·5 C.G.S. units; find the electromotive force along any axle.
7. Describe the construction and explain the action of any form of dynamo.
8. Give a short account of the discharge of electricity through gases.

Maximum Marks.

25 9. Reckoning simple interest, find—

(*a*) The interest on £2,833 6s. 8d. for 4½ years, at 3 per cent. per annum.

(*b*) The amount of £41 13s. 4d. for 8 months, at 4½ per cent. per annum.

(*c*) In what time £450 will amount to £564 3s. 9d., at 3½ per cent. per annum.

(*d*) At what rate per cent. per annum £225 will amount to £256 10s. in 4 years.

(*e*) What principal will give the same interest in 4 months at 3½ per cent. per annum as £312 10s. will give in 8 months at 4½ per cent. per annum.

6 10. Show that the difference between the ordinary (or banker's) discount and the true discount on £82 10s. for 2 years at 5 per cent. per annum is 15s.

9 11. What sum will amount to £926 2s. in 3 years, at 5 per cent. per annum, compound interest?

9 12. Find the value of

$$\sqrt{\frac{1\cdot28}{12\cdot5}} \quad \text{and of} \quad \sqrt{\frac{1}{\sqrt{5}}}.$$

10 13. Any two sides of a triangle are together greater than the third side: Can $\sqrt{2}$, $\sqrt{3}$, and $\sqrt{10}$ be the sides of a triangle. Prove your answer.

6 14. Find the square root of 36, 3·6, ·36, and ·036.

8 15. A footpath a mile long is laid with gravel at a cost of 5d. a square yard. If the whole cost is £55, how many feet wide is the path?

8 16. A triangular field contains 25 acres. The perpendicular let fall on the base from the opposite angle measures 1000 links. Find the cost of fencing the base at 7s. 6d. per pole.

6 17. The difference between the diameter and the circumference of a circle is 12 feet. Find the diameter.

150

ENGLISH GRAMMAR AND COMPOSITION.

18*th December*—9·30 *to* 12·30.

10 1. (*a*) Certain words are sometimes used as adverbs and sometimes as prepositions. Give examples, and state how you distinguish between these uses.

(*b*) In what respect is the interjection unlike the other parts of speech?

24 2. (*a*) In parsing, what is it needful to tell regarding the pronoun, verb, adjective, and noun, severally?

(*b*) Parse the words in italics in the following passage:—

Creep into thy narrow bed,
Creep, and *let* no *more* be *said*!
Vain thy *onset*! *All* stands fast!
Thou *thyself* must *break* at *last*.

Maximum Marks.

10 3. (*a*) What is the benefit intended to be derived from analysing sentences?

(*b*) In the following passage

What parts of speech are *now*, *for*, *an*, *if*, *that*? Give reasons for your answers.

What is the case of *thou*, *bachelor*, *stranger*, *draught*, *day*? Show the concord or government.

In what classes of verbs can *quoth* be included? What persons, numbers, and tenses of this verb are in use?

Hast drank: Is this correct? If not, correct it.

Supply the verb that is wanting after *didst*, and parse the two words together fully as a compound verb.

(*c*) Analyse—

"Now, art thou a bachelor, stranger?" quoth he,
"For an if thou hast a wife,
The happiest draught thou hast drank this day
That ever thou didst in thy life."

The answer should show clearly and exactly the relation and dependence of the clauses, as well as the detailed analysis of each clause.

25 4. As a composition exercise, write the story of—

Grace Darling; *or*
The battle of Crecy; *or*
The Well of St. Keyne.

The writing should fill about a page of your paper.

15 5. Correct the following sentences:—

I ain't a going to tell you nothing about it.

He don't want to work; he has went to lay down among them bushes.

Was you here when that there window was broke?

I am now five weeks at this school, and I will be blessed if I could stay till vacation; but I should have been more delighted to have attended next year, though I could scarcely hope that my father shall permit me.

The two boys followed each other into the room.

Each of the company brought their own chairs with them.

He is as tall or taller than his brother.

12 6. Concerning the following words (*a*) Show the suffix, (*b*) state what language the suffix belongs to, and (*c*) explain the word so as to show how the suffix modifies the root—

Publican, plaintiff, hamlet, wedlock, parsimony, factory, famous, brutalise.

12 7. Concerning the following words (*a*) Show the prefix, (*b*) state what language the prefix belongs to, and (*c*) explain the word so as to show how the prefix modifies the root—

Arise, dilapidated, foresee, viscount, sedition, nay, anarchy, parallel.

12 8. Find the words of Latin origin in the following passage, and give the roots and their meanings—

The traffic of the Greenlanders is, of course, limited to a very small number of articles. They not unfrequently load their sledges and boats with various commodities, and start off with their families on a trading expedition. They often stay away for a year or more, during which time they build a house in the neighbourhood of some settlement.

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OF THE

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FOR THE

YEAR 1902.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

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OF THE

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By order,

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TABLE OF CONTENTS.

Page.

PORT OF THE SECRETARY FOR PUBLIC INSTRUCTION 5

ATISTICAL TABLES:—

TABLE A.—COMPARATIVE VIEW OF SCHOOL OPERATIONS, 1883-1902 18
„ B.—NUMBER OF SCHOOLS IN OPERATION, 1902 19
„ C.—LIST OF SCHOOLS, WITH ATTENDANCE, STAFFS, AND COST OF MAINTENANCE ... 20
„ D.—GROSS ENROLMENT, NET ENROLMENT, AVERAGE DAILY ATTENDANCE ... 42
„ E.—CLASSIFICATION OF CHILDREN 42
„ F.—NUMBER OF TEACHERS EMPLOYED 44
„ G.—SCHOOLS OPENED AND READY FOR OPENING 44
„ H.—APPLICATIONS FOR NEW SCHOOLS 45
„ I.—SCHOOLS WHICH RECEIVED IMPORTANT ADDITIONS 48
„ K.—RECEIPTS AND EXPENDITURE 48
„ L.—EXPENDITURE FOR FINANCIAL YEAR, 1901-1902 50
„ M.—STATEMENT OF LOCAL SUBSCRIPTIONS ACCOUNT 53
„ N.—AID GRANTED BY GOVERNMENT TO GRAMMAR SCHOOLS 53
„ O.—LOANS TO GRAMMAR SCHOOLS 54

PPENDICES:—

A.—GENERAL INSPECTOR'S REPORT 55

B.—DISTRICT INSPECTORS' REPORTS:—

MR. PLATT'S REPORT 59
MR. KILHAM'S REPORT 61
MR. MACGROARTY'S REPORT 63
MR. ROSS'S REPORT 65
MR. KENNEDY'S REPORT 68
MR. HARRAP'S REPORT 70
MR. CANNY'S REPORT 72
MR. GRIPP'S REPORT 74
MR. RADCLIFFE'S REPORT 76
MR. BROWN'S REPORT 78
MR. MUTCH'S REPORT 82
MR. BENBOW'S REPORT 85

C.—REPORTS FROM THE TRUSTEES OF STATE GRAMMAR SCHOOLS 88

D.—EXAMINATION PAPERS:—

ANNUAL GENERAL EXAMINATION OF TEACHERS AND OTHERS 91
GRAMMAR SCHOOL SCHOLARSHIPS 106

Of children visited during 1901, 69 were found in attendance at 7 new provisional schools, of which 3 are full time, and 4 half-time. These schools were mainly established as a result of the itinerant teacher's labours.

Requisites were left at 51 homes to supplement former supplies of school material; and 28 homes not previously visited were similarly furnished with teaching material.

The total distance travelled during 1902 by the itinerant teacher was 3,462 miles, and 190 days were spent in travelling.

The cost to the State of the services of the itinerant teacher, including salary, equipment, and travelling expenses for the twelve months amounted to £310 0s. 6d; and to this must be added £16 6s. 2d., as the value of the teaching material supplied.

New Regulations.

4. The Regulations of the Department, after a complete review, and after consultation with the inspecting staff, were issued in a revised form, and came into force on the 1st July. The changes made were mainly of a practical kind, embodying improvements that the administration of the Department had shown to be desirable. In the schedules, the subjects required in schools taught by a sole teacher were reduced in number; commercial arithmetic was added in the fifth and sixth classes; book-keeping and shorthand were made alternative subjects in the same classes; and more liberty was given in the choice of courses of lessons in the selected science subjects. Pupil-teachers on probation, who are usually fifth-class pupils in State schools, were given the fifth-class course as their examination standard; and the schedule of studies for pupil-teachers of the higher grades was modified. The schedule of subjects for teachers seeking admission by examination to the first class was recast after consultation with the professors and examiners of the Sydney University, who for some years have set and examined the papers of candidates for that rank.

Technical Education.

5. Parliament voted the sum of £10,650 for "Grants in Aid of Technical Education" during the financial year 1902-3 subject to the condition that the aid should not exceed 15s. for every £1 raised locally. Up to the 30th of June, 1902, the subsidy paid had been at the rate of £1 for £1, but by reason of the pressing necessity for economy in the administration of the finances of the State, Parliament approved that the rate of subsidy should be reduced to 15s. as from the 1st of July, 1902. Certain of the colleges having represented that if the rate of endowment were lowered they would have difficulty in carrying out contracts which had been made in the belief that the old rate of endowment would be continued, the Government decided to restore the subsidy to the old rate of £1 for £1 for the financial year ending June, 1903.

In June, 1902, the Governor in Council approved of Regulations which had been prepared by the Department respecting the payment of endowment to Technical Colleges and for Technical Instruction. The Regulations took effect from the 1st of July, 1901. The principal provisions were—The appointment of an advisory board; the withdrawal of payment of subsidy on account of fees received from students preparing for public examinations; a like withdrawal of subsidy in the case of examinations and tuition in music; that fees received from students attending preparatory, revisal, or continuation classes in primary school subjects be endowed to one-half the rate of subsidy given to technical subjects; that endowment paid on account of technical instruction, or on account of buildings used for technical instruction, should be devoted to the purposes of technical instruction only, and that no portion of the grants should be used for the benefit of a school of arts, or of a place or hall of entertainment; that all accounts, account books, receipt books, and the like should be kept separate and distinct from the accounts of schools of arts, municipalities, or local authorities; and that each technical college receiving endowment should be inspected annually by an audit inspector, and by an inspector of schools or an officer of the Board of Technical Instruction.

The Governor in Council appointed the following persons to form a Board of Technical Instruction:—Mesdames Jane Ann Kerr and Susan Gay Thorne, the Honourable Andrew Joseph Thynne, M.L.C., and the Honourable Albert Norton, M.L.C., Messieurs Joseph Stillman Badger, Leslie Gordon Corrie, Benjamin Dunstan, John Brownlie Henderson, and Joseph William Sutton. The notification of appointment appeared in the *Government Gazette* of the 27th of September,

Queensland State School Cadet Corps have an establishment of 8 officers and 640 cadets, made up of eight companies of a numerieal strength of 80 boys each. These numbers have been well maintained, except at Ipswich and Maryborough. In the former place the boys are drawn from two State schools, and the smaller school finds it difficult to support its proper quota. In Maryborough the Albert School maintains a band in addition to its company of cadets, and the number of male pupils enrolled in its senior classes is at times unequal to the maintenance of both band and company at their proper complement.

In addition to the training of the rank and file, about 20 officer cadets and 57 sergeants and corporals are receiving valuable training qualified to fit them for useful military work when they reach manhood. The number of State school pupils who have passed through the ranks of the Cadet Corps is 2,735.

us in ry to State l pupils.

10. Parliament voted the sum of £50 for "Instruction in Cookery" during the financial year 1902-3. In 1901 classes for the instruction in cookery of State school pupils were held in connection with the Technical Colleges at Brisbane, Maryborough, Rockhampton, Townsville, Ipswich, Warwick, and Bundaberg. In August, 1903, the Department communicated with these colleges and inquired whether classes in cookery were being held during that year; and, if they were, whether the colleges would renew the arrangements which had been made with the Department during the previous year regarding the attendance of State school pupils. Replies were received from the colleges at Brisbane, Ipswich, Toowoomba, and Townsville that classes were being held and that the arrangements would be renewed. The colleges at Bundaberg, Maryborough, Rockhampton, and Warwick, did not conduct classes in cookery in 1902.

A course of instruction at the Brisbane Technical College was given to 26 girls selected from the metropolitan State Schools; and to each of the technical colleges at Ipswich, Toowoomba, and Townsville 8 State pupils were allotted.

The reports from the instructors were again very satisfactory, and showed that the girls attended the classes regularly and were interested in the lessons. The results of the examinations proved that the pupils had profited by the instruction. By these lessons an impulse was given to the teaching of the subject which will benefit more than the few pupils concerned. The advantages of lessons in cookery is fully recognised, and I shall be gratified if during 1903 the technical colleges in all the large centres of population will establish classes under competent instructors.

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11. Eight State schools were opened during the year:—Bergen, near Crow's Nest; Chillagoe, the terminus of the Cairns Railway; Eumundi, on the North Coast Line; Jones' Hill, near Gympie; Lake Clarendon, near Gatton; Mount Garnet, near Herberton; Richmond, on the Flinders River; and Yandina, on the North Coast Railway Line.

Tenders have been accepted for State school buildings at Blackfellow's Creek, near Cairns.

The establishment of State schools has been approved at Calliungal North, Flagstone Creek, Merinda, and Woodstock.

ional s.

12. Twenty-nine provisional schools were opened at the following places:—Bald Knob, near Landsborough; Biboohra and Garradunga, near Cairns; Boah Peak, near Oakey; Bony Mountain, near Pratten; Boonara, near Kilkivan; Brownlow Hill, near Ravenswood; Burgorah South, near St. George; Burnett Creek, near Boonah; Carrara, near Nerang; Dirranbandi, on the Balonne; Glenrock, near Cooktown; Goomborian, near Gympie; Horse Creek, Kunioon West, Logboy, and Mount Jones, near Nanango; Jondowaie Creek; Kabra, on the Central Railway; Milo, near Adavale; Mount Appallan, near Degilbo; Oakvale, near Pentland, Northern Railway; Riversdale, near Chinchilla; Rockside, near Gatton; Talgai West, near Hendon; Tangorin, near Hughenden; Tarampa Flat, near Lowood; Targinnie, near Gladstone; and Villeneuve, near Woodford.

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13. Additional half-time provisional schools were opened at Burrenbah and Talbalba, near Cunnamulla, the latter being afterwards superseded by a similar school at Cairo; Morinish, Nos. 1 and 2, near Rockhampton; and Warroo and Whycombe, on the Condamine. The school at San José became half-time and is worked in conjunction with a new school at Cross's.

SCHOOLS IN OPERATION, 1903.

Number of schools in operation.

25. At the end of the year there were in operation 991 schools, including 449 State schools, 539 provisional schools, and 3 schools at benevolent and reformatory establishments. The latter comprise the schools for aboriginals at Deebing Creek, near Ipswich; Myora, on Stradbroke Island; and the Reformatory school at Westbrook.

Schools open during the year.

26. The total number of schools open during the year was 1,008.

Classification of schools.

27. The tabular statement below shows the classification of schools open at the end of the year, and compares it with that of the previous year:—

CLASS OF SCHOOL.	AVERAGE ATTENDANCE.	NO. OF SCHOOLS IN 1901.	NO. OF SCHOOLS IN 1902.
State Schools—			
I.	Over 800	4	4
II.	601 to 800	7	7
III.	401 to 600	20	20
IV.	281 to 400	32	36
V.	161 to 280	51	53
VI.	81 to 160	105	104
VII.	41 to 80	131	137
VIII.	30 to 40	38	40
Unclassified	Less than 30	53	48
Provisional—*Ordinary Schools*—			
I.	More than 20	235	215
II.	12 to 20	200	247
Provisional—*Special Schools*—			
Full-time	Less than 12	58	55
Half-time	„ „ 12	20	20
„ „	12 or over	2	2
Schools at Benevolent Establishments	...	4	3
		960	991

Overgrown provisional schools.

28. Omitting places where the establishment of a State school has been approved or respecting which action is pending, the average attendance in the following schools is sufficient to warrant that they should be supplanted by State schools:—Adavale (34), Anakie (31), Atherton (41), Atkinson's Lagoon (31), Bathampton (44), Blackfellow's Creek (33), Blackwater (33), Bollon (31), Booie (35), Boolburra (32), Byrnestown (35), Chatsworth (31), Coochin Creek (32), Coolabunia (35), Coolgarra (31), Cooran (34), Curra (35), Djuan (33), Dundowran (31), Eumundi (44), Fairney View (34), Fairymead (35), Flagstone Creek (47), Frenchman's Creek (35), Freshwater (39), Glenapp (34), Gowrie Estate (39), Grantham Scrub (31), Gunalda (32), Gundiah (31), Hampden (34), Hessenberg (37), Hopetoun (55), Isis South (35), Kedron Upper (32), Kenmore (31), Landsborough (39), Macknade (35), Macrossan Bridge (32), Merinda (54), Milsted (35), Monal (43), Monkey Waterholes (36), Moonmera (33), Mount Alford (31), Mount Forbes (34), Mount Sylvia (38), Mount Whitestone (36), Mudgeraba Lower (34), Mundoo (31), Mungore (31), Munna Creek (33), Newton-Esk (35), Nobby (32), Obum Obum (31), Parkhurst (31), Parson's Point (36), Pentland (68), Pinbarren (31), Plainby (32), Plane Creek (32), Proserpine Lower (36), Razorback (31), Redcliffe (34), Rolleston (34), Sandhills (37), Silver Spur (43), Taabinga Village (40), Teviotville Railway Station (34), Torrens Creek (32), Upper North Pine (54), Victoria Plantation (34), Watawa (53), Woodstock (38), Woolmar (41), Wyandra (35), Wyreema (46).

Tables A, B, and C, appended to this Report, give full particulars respecting the schools in operation during the year 1902.

ATTENDANCE OF CHILDREN.

nent.

29. For 1902 the gross enrolment (Table C) was 92,094 in State schools and 16,336 in provisional schools, making a total of 108,430. The net enrolment or number of distinct children on the roll was (Table D) 97,131, showing an increase of 240 on the net enrolment for 1901.

37. The following is a comparative view of the number of teachers employed in the State and provisional schools respectively at the end of 1902:—

Status of Teachers.	In State Schools, 77·7 per cent.			In Provisional Schools, 22·3 per cent.		
	Males.	Females.	Total.	Males.	Females.	Total.
Classified	581	522	1,103	0	0	0
Unclassified	44	26	70	196	338	534
Pupil-teachers	323	361	684	0	0	0
Totals	948	909	1,857	196	338	534

38. From Table F it appears that of the entire teaching staff at the end of 1902 1,103 adults were classified, and 604 were unclassified, and 684 were pupil-teachers. The number of classified teachers in each rank, and the number of pupil-teachers in each class at the end of the year are shown in the following condensed statement:—

Sex.	Classified Teachers.				Pupil-teachers.					
	Class I.	Class II.	Class III.	Total.	Fourth Class (Highest).	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male	22	215	344	581	50	57	83	66	67	323
Female	1	60	461	522	94	59	88	52	68	361
Totals	23	275	805	1,103	144	116	171	118	135	684
Increase for 1902	3	10	61	74	7	8	47	...	...	...
Decrease for 1902			...	...	...	...	...	65	12	15

Of the 1,103 classified teachers 283 received promotion in classification—25 from class to class by examination, and 141 from division to division as a reward for meritorious service. Under Regulation 55, 84 pupil-teachers and 33 unclassified teachers were promoted to be teachers of the third class, having successfully passed the examination for admission to that grade, and having proved successful teachers. Of the 684 pupil-teachers 476 received promotion in the ordinary course of their apprenticeship: 135 pupil-teachers on probation were not eligible for promotion until after the close of the year.

39. Apart from the increments to pupil-teachers' salaries, which amounted to £4,45, the increased annual expenditure consequent on the promotions in classification was £4,771, dating from 1st July, 1902, the beginning of the financial year. This sum includes the following increases:—(1) To provisional school teachers on being classified and transferred to State schools; (2) to probationary assistants and pupil-teachers on being classified; and (3) to classified assistant teachers on account of grade promotions.

Particulars respecting promotions made in 1902 appear in the following tables:—

Promotions from Class to Class by Examination.

	Males.	Females.	Total.	Increased Annual Expenditure Entailed.
				£
[illegible]	4	0	4	...
[illegible]	12	9	21	274
[illegible]	43	74	117	2,630
[illegible]	44	54	98	1,470
[illegible]	57	58	115	1,150
[illegible]	83	82	165	835
[illegible]	58	40	98	900
Totals	301	317	618	7,259

Table B.

SCHOOLS IN OPERATION, 1902.

	At the Beginning of the Year.			Some Time During the Year.			At the Close of the Year.		
	1901.	1902.	Increase in 1902.	1901.	1902.	Increase in 1902.	1901.	1902.	Increase in 1902.
State Schools	432	442	10	441	449	8	441	449	8
Provisional Schools	484	519	35	527	556	29	515	539	24
Schools at Benevolent and Reformatory Establishments	4	4	0	4	3	*1	4	3	*1
TOTALS	920	965	45	972	1,008	36	960	991	31

* Decrease. Murray Island School taken over wholly by Home Department.

WILL. TELFORD, Acting Registrar.

Table C.

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance, during 1902.

Schools.	Attendance, 1902.									Staff of Instructors, 1902.							Expenditure, 1902.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS.																	£ s. d.	£ s. d.	
1. Albany Creek	21	18	39	17	11	28	15	9	24	1	...	...	...	...	...	1	138 9 4	6 2 2	
2. Alberton	41	33	74	39	31	70	32	25	57	1	...	...	1	...	...	2	306 10 10	1 9 4	
3. Aldershot	46	34	80	40	29	69	38	26	64	1	...	...	...	1	1	3	293 17 7	20 12 6	
4. Alfred	25	17	42	21	16	37	16	14	30	1	...	...	...	...	...	1	158 16 0	15 4 6	
5. Allora	127	147	274	113	124	237	94	100	194	1	1	...	1	2	1	6	653 13 9	1 0 0	
6. Alpha	99	97	196	65	65	130	45	45	90	1	...	...	1	1	...	3	437 6 2	0 18 6	
7. Amby	37	23	60	32	18	50	24	12	36	1	...	...	...	...	...	1	176 13 0	0 4 4	
8. Apple-tree Creek	80	77	157	66	63	129	55	53	108	1	...	...	1	1	1	4	406 18 10	0 15 0	
9. Aramac	64	56	120	57	52	109	48	43	91	1	...	...	1	...	1	3	366 9 0	1 7 6	
10. Ashgrove	78	54	132	61	43	104	43	30	73	1	...	...	1	...	...	2	307 7 6	13 15 0	
11. Ashwell	46	38	84	43	34	77	37	29	66	1	...	...	...	1	1	3	285 15 10		
12. Aspley	41	30	71	32	23	55	25	18	43	1	...	...	...	1	...	2	250 12 3	5 5 0	
13. Augathella	43	74	117	39	67	106	32	58	90	1	...	...	1	1	...	3	433 19 7	0 15 0	
Ayr	75	64	139	62	50	112	49	36	85	1	...	...	...	...	2	3	344 11 1	15 8 6	
Hills	70	59	129	61	47	108	55	39	94	1	...	...	...	...	2	3	351 12 7	7 19 0	
... ...	27	31	58	24	27	51	19	22	41	1	...	...	...	...	1	2	228 8 2		
... ...	209	184	393	163	149	312	129	120	249	1	...	...	2	2	2	7	699 7 7	30 1 7	
... ...	64	47	111	58	41	99	50	34	84	1	...	...	1	...	1	3	353 18 5	5 15 0	
... ...	85	65	150	73	57	130	66	48	114	1	1	...	...	1	1	4	476 18 5	6 4 10	
... ...	145	151	296	135	138	273	112	113	225	1	1	...	2	2	1	7	728 5 11	0 19 0	
... ...	22	22	44	16	18	34	11	13	24	1	...	...	...	...	...	1	126 0 9	4 9 4	
... ...	57	44	101	55	39	94	49	35	84	1	...	...	...	1	1	3	244 13 8	6 18 0	Opened 20th Jan., 1902.
... ...	25	20	45	24	16	40	21	14	35	1	...	...	...	...	...	1	176 4 0	7 12 0	
... ...	54	31	85	43	26	69	35	22	57	1	...	...	...	2	...	3	284 8 6	1 3 8	
... ...	117	115	232	91	91	182	70	69	139	1	1	...	...	...	2	4	576 3 4	9 4 2	
... ...	25	39	64	21	35	56	13	25	38	1	...	...	...	1	...	2	275 5 5	5 7 6	
... ...	71	66	137	59	55	114	51	47	98	1	...	...	2	...	...	3	490 16 3	2 15 0	
... ...	33	35	68	27	31	58	22	26	48	1	...	...	...	...	1	2	228 2 10		
... ...	43	55	98	37	46	83	28	36	64	1	...	...	...	1	...	2	261 12 3		
... ...	43	35	78	40	32	72	34	27	61	1	...	...	...	...	1	2	281 2 5	2 15 0	
... ...	145	135	280	119	116	235	91	89	180	1	...	...	1	2	2	6	605 4 7	2 11 8	
... ...	138	104	242	116	90	206	92	72	164	1	...	...	2	1	1	5	489 6 7	7 2 6	
... ...	19	12	31	15	8	23	12	6	18	1	...	...	...	...	...	1	126 16 0	7 10 0	
Infants	126	...	126	105	...	105	84	...	84	1	1	...	...	1	...	3	490 6 7	2 15 0	
... ...	32	137	169	21	120	141	17	100	117		...	1	1	...	1	3	274 0 5		
... ...	62	42	104	54	88	87	44	26	70	1	...	...	...	...	1	2	254 18 10	1 10 0	
... ...	74	70	144	64	62	126	58	50	108	1	...	...	1	1	...	3	501 15 0	11 2 6	

[illegible]																						
[illegible]																						
[illegible]																						
[illegible]																						
[illegible]																						
[illegible]																						
CHARTERS TOWERS—																						
103. Central—Boys	...	...	...	558		558	711		711	480		480	1	7	..		8		16	1,731	14		
104. ,, Girls	...	...	...	..	720	720		696	696		472	472			1	7		6	14	1,358			.. 14 0
105. ,, Infants	...	...	...	180	220	400	182	157	339	103	120	223		1	1		4	6	14	498	0		
106. Millchester	...	...	...	236	202	438	179	176	355	140	145	285	1	8	..		3		2	0	1,195	7		
107. Queenton	...	...	...	691	637	1,328	594	511	1,105	493	416	909	1	7	...		6	5	5	24	2,188	5		13 3 6
108. Richmond Hill	...	...	...	768	701	1,464	596	588	1,184	418	418	836	1	6	...		6	1	0	28	2,288	6		8 15 0
109. Chelona	...	...	...	59	42	101	48	37	85	32	24	56	1	...	...		...	1	...	2	255	12		0 15 0
110. Childers	...	...	...	114	121	235	96	106	202	79	90	169	1	1	...		2	1	...	5	549	19		0 6 0
111. Chillagoe	...	...	...	41	52	93	36	41	77	29	32	61	1	...	...		...	...	1	2	106	13		3 3 0 Opened 1st April, 1910
112. Chinchilla	...	...	...	67	71	138	56	60	116	43	43	86	1	...	...		1	1	...	3	383	14	2	
113. Christmas Creek	...	...	...	34	25	59	29	21	50	23	15	38	1	...	...		...	...	...	1	158	4	0	1 15 0
114. Clermont	...	...	...	155	146	301	118	115	233	88	90	178	1	...	...		2	1	2	6	679	9	2	0 6 0
115. Cleveland	...	...	...	23	20	43	13	14	27	8	9	17	1	...	...		...	...	..	1	142	2	4	
116. Clifton	...	...	...	68	77	145	62	65	127	51	52	103	1	...	...		1	...	1	3	415	11	10	
117. ,, Colliery	...	...	...	17	21	38	15	18	33	12	14	26	1	...	...		...	...	...	1	156	9	6	5 5 0
118 ,, Homestead Area	...	...	...	24	29	53	22	27	49	16	20	36	1	...	...		...	...	...	1	163	7	4	82 2 0
119. Cloncurry	...	...	...	44	46	90	41	42	83	34	36	70	1	1	...		...	...	...	2	390	6	7	0 10 0
120. Cometville	...	...	...	22	18	40	16	14	30	13	11	24	1	...	...		...	...	...	1	136	10	11	
121. Condamine	...	...	...	18	28	46	14	26	40	12	22	34	1	...	...		...	...	...	1	158	15	6	1 5 0
122. Coningsby	...	...	...	33	29	62	29	25	54	23	18	41	1	...	...		...	1	...	2	295	0	3	5 15 6
123. Cooktown—Boys	...	...	...	180	...	180	157	...	157	138	...	138	1	1	...		...	2	...	4	555	0	0	
124. ,, Girls and Infants			...	47	173	220	32	148	180	25	128	153	...	...	1	2	...	2	5	396	13	7	22 2 0
125. Coomera	...	...	...	41	33	74	36	26	62	31	22	53	1	...	...		...	1	2	229	9	3	1 7 0
126. ,, Upper	...	...	...	33	26	59	29	24	53	22	18	40	1	...	...		...	...	1	165	5	5	1 11 3
127. Cooper's Plains	...	...	...	43	35	78	34	30	64	27	23	50	1	...	...		...	1	2	246	16	11	
128. Cootharaba Road	...	...	...	67	65	132	56	57	113	48	49	97	1	...	...	1	1	...	3	354	6	0	2 6 8
129. Copperfield	...	...	...	14	5	19	11	4	15	7	3	10	1	...	...		...	...	1	108	1	4	
130. Cordalba	...	...	...	57	71	128	55	58	113	47	46	93	1	...	...		1	2	4	370	4	11	
131. Craiglie	...	...	...	10	8	18	9	8	17	8	6	14	...	...	1		...	...	1	89	6	5	
132. Croshill	...	...	...	27	24	51	25	21	46	18	16	34	1	...	...		...	...	1	158	16	10	51 7 0
133. Crow's Nest	...	...	...	63	64	127	64	53	102	45	43	87	1	...	...		...	...	2	342	11	7	7 0 0
134. Croydon	...	...	...	252	244	496	218	200	418	180	165	345	1	3	..	1	4	2	13	1,107	18	0	11 3 6

138.	Dalrymple Creek	47	55	102	39	50	89	30	41	71	1	...	...	...	...	2	3	280	13	3	2	19	0		
139.	Dalveen	22	14	36	18	9	27	13	7	20	1	...	...	...	...	...	1	103	10	7	1	0	0		
140.	Danderoo	34	43	77	31	36	67	26	29	55	1	...	...	1	...	...	2	313	18	11					
141.	Deep Creek	22	16	38	21	14	35	17	13	30	...	...	1	...	...	...	1	106	11	0					
142.	Dinmore	99	86	185	89	73	162	76	58	134	1	...	...	2	...	...	3	405	2	6	0	6	6		
143.	Doctor's Creek	23	33	56	22	30	52	17	24	41	1	...	...	...	...	...	1	232	19	9					
144.	Doolbi	76	67	143	69	59	128	58	50	108	1	...	...	1	1	1	4	443	7	2					
145.	Downfall Creek	80	73	153	71	64	135	60	54	114	1	...	...	1	1	...	3	380	19	11	5	12	10		
146.	Drayton	76	57	133	70	50	120	60	44	104	1	...	...	1	...	1	3	418	13	1	7	7	4		
147.	Duaringa	57	57	114	52	48	100	44	43	87	1	...	...	1	1	...	3	356	18	6	2	14	3		
148.	Eagle Farm	134	109	243	108	85	193	88	70	158	1	...	...	1	2	...	4	435	5	4	4	10	6		
149.	Eagle Junction	441	368	809	364	287	651	310	232	542	1	4	...	5	1	3	14	1,416	15	8	30	1	0		
150.	Ebenezer	16	26	42	14	22	36	11	19	30	1	...	...	...	...	...	1	127	16	0	2	15	0		
151.	Eidsvold	104	120	224	87	101	188	70	84	154	1	1	...	1	2	...	5	591	17	9					
152.	Eight-mile Plains	38	38	76	33	34	67	26	27	53	1	...	...	1	...	...	2	286	12	3	4	11	8		
153.	Elliott	14	15	29	11	14	25	8	13	21	1	...	...	...	...	...	1	116	2	10					
154.	Emerald	149	142	291	115	103	218	87	74	161	1	...	...	3	1	1	6	666	2	3	6	16	0		
155.	Emu Creek	40	25	65	39	23	62	29	17	46	1	...	...	...	...	1	2	239	15	6					
156.	Emu Park	69	60	129	47	42	89	37	35	72	1	...	...	1	...	...	2	323	1	1	9	16	3		
157.	Emu Vale...	40	62	102	37	53	90	30	44	74	1	...	...	...	1	1	3	336	1	5	3	10	0		
158.	Engelsburg	59	59	118	52	55	107	44	47	91	1	...	...	...	2	...	3	384	2	3	33	0	0		
159.	Enoggera	116	116	232	101	95	196	87	77	164	1	...	...	2	...	1	4	542	1	0	7	13	8		
160.	Esk	91	120	211	74	97	171	61	79	140	1	...	...	2	...	1	4	437	1	9	1	6	0		
161.	Eton	68	63	131	61	55	116	50	44	94	1	...	...	2	1	...	4	402	5	9	3	5	0		
162.	Eumundi	32	35	67	28	31	59	22	25	47	1	...	...	...	...	...	1	90	7	5	433	1	6	Opened 21st July, 1902.	
163.	Farm Creek	49	50	99	41	44	85	29	33	62	1	...	...	...	...	1	2	228	10	8					
164.	Fernvale	51	46	97	40	37	77	32	31	63	1	...	...	...	...	1	2	259	3	1	1	15	0		
165.	Fig-tree Pocket	17	14	31	12	12	24	10	10	20	1	...	...	...	...	...	1	104	12	9					
166.	Forest Hill	70	61	131	64	51	115	56	44	100	1	...	...	...	2	1	4	385	7	7					
167.	Freestone Creek, Lower	24	20	44	20	16	36	14	12	26	1	...	...	...	...	...	1	230	11	4	18	10	0		
168.	,, ,, Upper	49	58	107	40	48	88	28	37	65	1	...	...	1	...	...	2	272	5	0					
169.	Gatton	94	117	211	79	102	181	66	89	155	1	...	...	1	3	...	5	511	13	1	14	2	1		
170.	Gayndah	100	96	196	91	85	176	73	69	142	1	...	...	1	...	2	4	479	6	10	0	10	0		
171.	Geham	37	42	79	29	33	62	23	24	47	1	...	...	...	...	1	2	257	6	9					
172.	Georgetown	58	65	123	49	53	102	41	44	85	1	...	...	1	...	...	2	401	16	10					
173.	Geraldton...	78	89	167	65	80	145	51	67	118	1	...	...	1	...	1	3	381	7	3	23	6	6		
174.	Gin Gin	50	47	97	47	39	86	38	34	72	1	...	...	1	...	...	2	279	17	9	53	10	0		
175.	Gladstone	124	105	229	97	80	177	79	65	144	1	...	...	2	...	1	4	590	0	7	5	6	6		
176.	Glamorgan Vale	58	45	103	50	41	91	40	30	70	1	...	...	...	1	...	2	261	14	9					
177.	Glencoe	36	18	54	29	15	44	26	13	39	1	...	...	...	...	...	1	154	17	0	10	10	0		
178.	Glenmore...	16	18	34	13	12	25	11	10	21	1	...	...	...	...	...	1	122	3	5					
179.	Glenvale	38	40	78	32	29	61	27	24	51	1	...	...	...	1	...	2	295	6	2	0	10	0		
180.	Golden Gate	141	156	297	119	129	248	99	104	203	1	...	...	1	2	3	7	649	10	10	11	9	6		
181.	Gomorron	34	49	83	32	42	74	21	28	49	1	...	...	...	1	...	2	248	6	7					
182.	Gooburrum	33	32	65	25	27	52	21	24	45	1	...	...	...	...	...	1	196	18	2	4	0	2		
183.	Goodna	140	132	272	124	113	237	110	99	209	1	1	...	...	...	5	7	637	5	7	3	2	4		
184.	Goombungee	56	60	116	48	55	103	42	47	89	1	1	...	...	1	...	3	417	5	2					
185.	Goomburra	16	17	33	10	9	19	8	5	13	1	...	...	...	...	...	1	107	9	9	1	0	0		
186.	Goondiwindi	159	125	284	116	99	215	94	78	172	1	...	...	2	2	...	5	519	17	2	5	8	0		
187.	Gowrie Creek	14	14	28	11	12	23	9	10	19	1	...	...	...	...	...	1	121	11	4	15	10	0		
188.	Gowrie Junction	62	45	107	59	40	99	50	33	83	1	...	...	...	...	2	3	310	3	4	2	5	0		
189.	Gowrie Little Plain	41	40	81	34	34	68	27	29	56	1	...	...	...	1	...	2	237	11	0					
190.	Gowrie Road	11	16	27	9	12	21	8	10	18	1	...	...	...	...	...	1	100	10	8	10	10	0		
191.	Gracemere	84	76	160	70	63	133	55	50	105	1	...	...	1	1	...	3	421	14	0	3	0	0		
192.	Gramzow...	13	14	27	11	12	23	11	9	20	1	...	...	...	...	...	1	112	3	5	2	0	0		
193.	Grandchester	25	23	48	23	17	40	20	14	34	1	...	...	...	...	...	1	187	13	6	0	5	0		

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1902—*continued.*

SCHOOLS.	ATTENDANCE, 1902.									STAFF OF INSTRUCTORS, 1902.							EXPENDITURE, 1902.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS—*continued.*																			
97. Capella	47	46	93	41	42	83	32	35	67	1	...	...	1	...	...	2	319 18 8	1 2 6	
98. Cardwell	21	8	29	20	6	26	16	5	21	1	...	...	...	...	...	1	154 15 5		
99. Cattle Creek	17	16	33	14	15	29	11	12	23	1	...	...	...	...	...	1	145 16 0	0 19 6	
100. Cawarral	34	34	68	27	29	56	24	27	51	1	...	...	...	...	1	2	318 11 7	0 5 0	
101. Cedar Creek	22	22	44	20	19	39	16	15	31	1	...	...	...	...	...	1	124 18 10	2 10 0	
102. Charleville	205	208	413	171	175	346	145	148	293	1	2	...	2	3	1	9	990 13 2	49 13 6	
[illegible] TOWERS—																			
[illegible]—Boys	858	...	858	711	...	711	590	...	590	1	7	...	...	8	...	16	1,791 14 1		
Girls	...	720	720	...	606	606	...	472	472	...	...	1	7	...	5	13	1,258 [illegible] 10	5 17 0	
Infants...	189	220	409	132	157	289	102	120	222	...	...	1	1	...	4	6	466 6 7		
[illegible]	236	202	438	179	176	355	149	145	294	1	3	...	3	...	2	9	926 7 4	1 4 0	
... ...	691	637	1,328	594	511	1,105	492	416	908	1	7	...	6	5	5	24	2,683 5 1	13 3 6	
... ...	763	701	1,464	595	533	1,128	468	418	886	1	6	...	6	1	9	23	2,283 6 6	8 15 0	
	59	42	101	48	37	85	32	24	56	1	...	...	...	1	...	2	255 12 1	0 15 0	
		[illegible]	235	96	106	202	79	90	169	1	1	...	2	1	...	5	549 19 7	0 6 0	
				36	41	77	29	32	61	1	...	...	...	...	1	2	196 13 5	883 2 0	Opened 1st April, 1902.
						116	43	43	86	1	...	...	1	1	...	3	383 14 2		
								15	38	1						1	158 4 0	1 15 0	

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1902—*continued.*

SCHOOLS.	ATTENDANCE, 1902.									STAFF OF INSTRUCTORS, 1902.							EXPENDITURE, 1902.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
																	£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
289. Mount Crosby	30	36	66	28	30	58	23	23	46	1	...	...	...	1	...	2	223 1 7	24 5 0	
290. Mount Garnet	109	110	219	89	84	173	63	58	121	1	1	...	1	...	...	3	463 14 0	1 2 0	Opened 1st Jan., 1902.
291. Mount Gravatt	96	79	175	77	71	148	65	58	123	1	...	...	1	...	2	4	452 8 7	4 19 8	
292 Mount Kent	22	14	36	21	13	34	17	11	28	1	...	...	...	...	...	1	149 8 7	1 0 0	
293. Mount Morgan—Boys	588	...	588	507	...	507	424	...	424	1	6	...	...	4	...	11	1,421 15 6	} 23 13 0	
294. ,, Girls and Infants	166	632	798	131	546	677	104	436	540	...	...	1	7	...	8	16	1,384 4 10		
295. ,, Red Hill	211	226	437	180	191	371	140	149	289	1	1	...	3	1	3	9	866 12 3	2 10 0	
296. Mount Perry	126	112	238	95	84	179	79	67	146	1	...	...	1	1	2	5	410 5 5	14 4 6	
297. Mount Walker	16	27	43	15	24	39	10	20	30	1	...	...	...	...	...	1	157 19 5	21 17 0	
298. Mulgrave	67	62	129	57	47	104	46	40	86	1	...	...	1	1	...	3	320 2 3	25 0 0	
299. Mungar	34	34	68	28	25	53	24	21	45	2	...	...	...	...	1	3	274 6 3	4 19 4	1 male H. T. on leave.
300. Murphy's Creek	29	21	50	25	17	42	21	12	33	1	...	...	...	...	...	1	159 14 10	0 15 0	
301 Muttaburra	55	57	112	50	53	103	43	47	90	1	...	...	1	1	...	3	429 9 5	4 12 0	
302. Nambour	76	68	144	65	56	121	50	43	93	1	...	...	...	1	1	3	348 12 7	2 15 0	
303. Nanango	66	58	124	58	44	102	47	33	80	1	...	...	1	...	...	2	313 2 8		
304. Nerang	49	38	87	42	30	72	35	22	57	1	...	...	...	...	1	2	283 3 1	5 0 0	
305. Normanby	33	29	62	28	27	55	21	21	42	1	...	...	...	1	...	2	261 18 2	14 11 4	
306. Normanton	102	86	188	93	68	161	77	53	130	1	1	...	1	...	1	4	559 18 4	17 15 6	
307. North Branch	5	5	10	4	5	9	4	5	9	...	...	1	...	...	...	1	54 10 2		
308. North Pine	59	52	111	53	45	98	47	39	86	1	...	...	1	1	...	3	367 18 2	0 7 6	
309. Nudgee	50	50	100	42	41	83	35	34	69	1	...	...	1	...	...	2	328 13 1	1 1 8	
310. Nundah	233	227	460	187	182	369	155	150	305	1	1	...	4	2	...	8	1,042 11 4	1 2 0	
311. Oakey Creek	75	79	154	58	64	122	41	43	84	1	...	...	1	1	...	3	351 19 7		
312. Ormiston	26	16	42	21	14	35	18	11	29	...	...	1	...	...	...	1	85 16 7	16 15 0	
313. Owanyilla...	16	10	26	14	9	23	11	8	19	1	...	...	...	...	...	1	97 9 4	2 0 0	
314. Oxley	39	47	86	33	42	75	27	34	61	1	...	...	...	...	1	2	240 8 10	1 10 0	
315 Peak Mountain	48	41	89	40	35	75	31	29	60	1	...	...	...	...	1	2	229 1 0		
316 Pialba	43	51	94	39	45	84	31	38	69	1	...	...	1	...	...	2	296 8 2	2 0 0	
317. Pimpama	18	24	42	16	23	39	14	20	34	1	...	...	...	...	...	1	162 8 3	2 12 0	
318. Pimpama Island	44	49	93	38	43	81	31	38	69	1	...	...	1	...	...	2	279 15 3		
319. Pine Hill	12	22	34	10	16	26	8	13	21	...	...	1	...	...	...	1	99 14 2		
320. Pine Mountain	26	23	49	24	22	46	20	18	38	1	...	...	...	...	...	1	161 18 0	7 0 0	
321. Pinkenba...	86	83	169	76	73	149	64	60	124	1	...	...	2	...	1	4	477 17 7	11 5 0	
322. Pittsworth	146	125	271	121	108	229	99	84	183	1	...	...	2	2	...	5	647 10 7	1 17 0	
323. Plainland	47	42	89	39	34	73	29	27	56	1	...	...	...	2	...	3	295 7 10	6 0 0	
324. Plainview...	29	27	56	25	22	47	22	19	41	1	...	...	...	...	...	1	199 18 8		
325. Port Douglas	33	50	83	26	46	72	21	38	59	1	1	...	...	...	...	2	331 0 9	27 0 0	
326 Postman's Ridge	12	10	22	10	9	19	7	7	14	1	...	...	...	...	...	1	94 17 1		
327. Pratten	40	32	72	35	29	64	27	22	49	1	...	...	...	...	1	2	289 1 5	4 16 6	
328. Prenzlau	33	30	63	28	27	55	25	25	50	1	...	...	...	...	...	2	231 14 9	0 15 0	
329. Pullen Vale	14	11	25	12	8	20	8	6	14	...	...	1	...	...	...	1	74 15 8		

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1902—*continued.*

SCHOOLS.	ATTENDANCE, 1902.									STAFF OF INSTRUCTORS, 1902.							EXPENDITURE, 1902.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
388. Terrors Creek	32	41	73	27	39	66	22	32	54	1	...	...	1	...	...	2	309 11 4	44 15 0	
389. Teviotville	59	49	108	52	43	95	44	37	81	1	...	...	1	...	...	2	322 16 5	1 1 8	
390. Tewantin	50	48	98	42	40	82	35	34	69	1	...	...	1	...	...	2	275 11 8		
391. Texas	36	37	73	32	34	66	26	29	55	1	...	...	1	...	...	2	293 13 6	0 8 8	
392. Thane's Creek	24	25	49	19	23	42	15	19	34	1	...	...	...	...	...	1	166 8 6	0 13 0	
393. Thargomindah	37	41	78	29	32	61	25	23	48	1	...	...	...	...	1	2	251 8 6	106 12 0	
394. Thornborough	20	27	47	17	24	41	14	20	34	1	...	...	...	...	...	1	174 17 7	1 19 9	
395. Thornton	29	19	48	25	18	43	20	16	36	1	...	...	...	...	...	1	141 14 1	0 14 0	
396. Thursday Island	85	74	159	72	56	128	59	43	102	1	...	...	2	...	...	3	489 16 8	14 10 0	
397. Tiaro	83	103	186	74	94	168	60	76	136	1	...	...	1	1	2	5	475 18 9	5 15 0	
398. Tinana	110	97	207	94	89	183	86	79	165	1	1	...	...	...	3	5	551 13 5	1 2 0	
399. Tingalpa	29	31	60	25	24	49	21	15	36	1	...	...	...	...	1	2	252 8 9	0 7 0	
400. Tivoli	44	25	69	43	25	68	33	19	52	1	...	...	...	1	...	2	275 8 8	8 8 6	
401. Toolburra South	23	14	37	18	11	29	10	6	16	...	...	1	...	...	...	1	80 5 8	0 10 0	
TOOWOOMBA—																			
402. East	299	271	570	229	206	435	182	162	344	1	3	...	3	1	1	9	1,329 18 3	20 4 0	
403. Middle Ridge	83	104	187	82	100	182	71	88	159	1	...	...	2	...	2	5	520 3 5	27 1 6	
404. North—Boys	348	...	348	279	...	279	229	...	229	1	3	...	...	2	...	6	923 6 0	43 0 7	
405. ,, Girls and Infants	97	401	498	63	326	389	51	259	310	...	...	1	6	...	1	8	935 5 6		
406. South—Boys	251	...	251	200	...	200	154	...	154	1	2	...	...	1	...	4	615 2 3	25 11 8	
407. ,, Girls and Infants	101	379	480	59	303	362	48	240	288	...	...	1	4	...	3	8	686 4 0		
408. Torbanlea	65	66	131	54	60	114	46	50	96	1	...	...	1	...	1	3	359 1 9	4 18 8	
TOWNSVILLE—																			
409. Central—Boys	295	...	295	224	...	224	181	...	181	1	3	...	...	...	1	5	684 13 8	3 0 0	
410. ,, Girls and Infants	111	402	513	85	307	392	63	233	296	...	...	1	3	...	5	9	723 2 8		
411. Mundingburrah	136	119	255	111	94	205	90	74	164	1	...	...	2	1	...	4	565 19 10	1 10 0	
412. North	220	158	378	207	124	331	166	102	268	1	...	...	3	1	2	7	717 10 4	344 0 0	
413. Ross Island	404	391	795	345	337	682	285	277	562	1	3	...	3	4	5	16	1,461 5 0	8 15 0	
414. West	550	503	1,053	439	399	838	362	322	684	1	3	...	8	2	4	18	1,790 17 2	9 19 9	
415. Tummaville	12	16	28	10	13	23	7	10	17	1	...	...	...	...	...	1	104 13 7		
416. Umbirom	15	25	40	13	21	34	11	17	28	1	...	...	...	...	...	1	145 12 7		
417. Urangan	25	15	40	23	15	38	21	11	32	1	...	...	...	...	...	1	158 5 8	0 4 6	
418. Walkerston	107	123	230	88	101	189	72	84	156	1	...	...	...	2	1	5	488 2 5	1 9 6	
419. Wallangarra	30	28	58	25	25	50	21	21	42	1	...	...	...	...	1	2	253 12 5	1 10 10	
420. Walloon	44	37	81	38	33	71	31	27	58	1	...	...	1	...	...	2	288 0 6	10 6 4	
421. Wallumbilla	55	55	110	48	48	96	39	37	76	1	...	...	...	1	1	3	331 19 8		
422. Warner	22	21	43	20	20	40	17	18	35	1	...	...	...	...	...	1	131 15 4	0 0 6	
423. Warra	21	19	40	17	17	34	14	14	28	1	...	...	...	...	...	1	161 9 11	3 0 0	
424. Warrill Creek	44	32	76	37	27	64	26	21	47	1	...	...	...	1	...	3	280 14 0		

	WARWICK—																						
425.	East	85	44	129	60	36	96	44	28	72	1	...	...	1	...	...	2	347	2	6	4	1	0	
426.	West—Boys	254	...	254	209	...	209	175	...	175	1	2	...	...	2	...	5	690	14	11	0	5	0	
427.	,, Girls and Infants	41	294	335	29	236	265	23	187	210	...	...	1	3	...	2	6	550	8	1	0	13	0	
428.	Waterford	68	80	148	59	71	130	48	58	106	1	...	...	1	1	...	3	385	3	2				
429.	Watsonville	46	32	78	40	30	70	35	25	60	1	...	...	...	...	1	2	274	12	11				
430.	Wellington Point	59	42	101	53	35	88	45	29	74	1	...	...	1	...	...	2	353	8	10	18	6	10	
431.	Westwood	47	43	90	34	31	65	22	22	44	1	...	...	...	...	...	1	243	19	8	0	17	3	
432.	Wilsonton	93	70	163	78	59	137	64	48	112	1	1	...	1	...	...	3	466	19	7	1	9	6	
433.	Winton	174	142	316	143	122	265	118	95	213	1	1	...	1	...	3	6	660	17	3	0	11	3	
434.	Wivenhoe	14	6	20	13	5	18	8	4	12	1	...	...	...	...	...	1	96	1	11				
435.	Woodford...	33	26	59	28	23	51	23	21	44	1	...	...	...	...	...	1	200	17	3	8	10	8	
436.	Woodhill	32	32	64	28	28	56	24	22	46	1	...	...	...	...	1	2	232	5	2	4	10	0	
437.	Woodview	24	22	46	21	19	40	17	14	31	1	...	...	...	...	...	1	160	1	10				
438.	Woombye...	49	42	91	41	34	75	33	28	61	1	...	...	...	...	1	2	239	4	1	7	5	8	
439.	Woongarra	29	27	56	25	24	49	21	21	42	1	...	...	...	...	...	1	200	0	10				
440.	Wynnum	195	152	347	145	120	265	110	89	199	1	1	...	3	1	...	6	681	10	2	102	7	1	
441.	Yaamba	14	7	21	12	5	17	10	5	15	...	...	1	...	...	...	1	86	6	10				
442.	Yandina	44	33	77	34	30	64	27	26	53	1	...	...	...	1	...	2	191	16	10	116	2	0	Opened 24th Feb.,1902.
443.	Yangan	65	75	140	57	67	124	46	56	102	1	...	...	1	1	...	3	377	6	5	13	10	0	
444.	Yarranlea	37	35	72	32	30	62	26	26	52	1	...	...	...	...	1	2	232	18	9	0	10	10	
445.	Yengarie	30	33	63	24	28	52	21	26	47	1	...	...	...	...	1	2	238	8	1	16	2	9	
446.	Yeppoon	55	73	128	44	57	101	32	39	71	1	...	...	1	...	...	2	312	6	11	8	0	0	
447.	Yeronga	102	113	215	79	96	175	64	78	142	1	1	...	1	1	...	4	520	0	3	10	16	11	
448.	Yeulba	70	82	152	58	71	129	45	54	99	1	...	...	1	...	1	3	347	18	8	9	5	0	
449.	Zillmere	87	77	164	79	67	146	67	55	122	1	...	...	1	1	...	3	385	19	1	5	5	0	
	PROVISIONAL SCHOOLS.																							
1.	Accommodation Creek	14	18	32	13	16	29	10	14	24	...	...	1	...	...	...	1	82	11	0				
2.	Adavale	28	21	49	24	15	39	21	13	34	...	...	1	...	...	...	1	102	10	1	4	0	0	
3.	Airdale	14	9	23	12	8	20	10	6	16	...	...	1	...	...	...	1	83	19	5				
4.	Albionville	17	19	36	15	19	34	12	15	27	1	...	...	...	...	...	1	103	3	1				
5.	Alligator Creek	23	23	46	18	19	37	12	15	27	1	...	...	...	...	...	1	105	14	6				
6.	Aloomba	17	18	35	13	13	26	9	10	19	...	...	1	...	...	...	1	89	1	5				
7.	Alton Downs	21	21	42	16	18	34	11	13	24	...	...	1	...	...	...	1	83	11	0				
8.	Anakie	20	22	42	16	20	36	14	17	31	1	...	...	...	...	...	1	114	0	11				
9.	Anderleigh	11	20	31	9	15	24	8	12	20	...	...	1	...	...	...	1	83	0	5				
10.	Angellala	15	7	22	12	6	18	11	5	16	...	..	1	...	...	...	1	81	8	5				
11.	Annievale	3	6	9	3	6	9	1	5	6	...	...	...	...	...	...	...	8	14	3	...			School closed 28th February, 1902.
12.	Aramara	14	13	27	13	10	23	10	8	18	...	...	1	...	...	...	1	73	2	8	0	3	0	
13.	Armstrong Creek	7	20	27	4	17	21	3	15	18	...	...	1	...	...	...	1	72	18	0				
14.	Arrilalah	9	9	18	9	9	18	8	8	16	1	...	...	...	...	...	1	114	1	9	8	0	0	
15.	Atherton	44	31	75	35	19	54	26	15	41	...	...	1	...	...	...	1	107	13	10				
16.	Atkinson's Lagoon	20	17	37	20	16	36	17	14	31	1	...	...	...	...	...	1	106	1	0				
17.	Avondale	16	15	31	14	12	26	12	12	24	...	...	1	...	...	...	1	82	19	1				
18.	Ayton	11	14	25	10	10	20	10	9	19	1	...	...	...	...	...	1	99	6	4				
19.	Bald Knob	4	13	17	3	12	15	3	11	14	...	...	1	...	...	...	1	78	7	8	8	0	0	Opened 20th Jan., 1902.
20.	Balmoral	9	11	20	8	8	16	5	6	11	...	...	1	...	...	...	1	71	17	8				
21.	Barker's Creek	18	18	36	16	12	28	12	8	20	1	...	...	...	...	...	1	99	16	2				
22.	Bathampton	30	37	67	27	30	57	22	22	44	...	...	1	1	...	...	2	185	0	5				
23.	Beebo	12	8	20	9	5	14	7	4	11	...	...	1	...	...	...	1	91	8	4				
24.	Bemersyde	10	11	21	10	9	19	7	8	15	...	...	1	...	...	...	1	73	0	7				
25.	Bengalla	11	19	30	8	12	20	6	7	13	...	...	1	...	...	...	1	85	5	8				
26.	Benowa	21	28	49	15	17	32	12	12	24	1	...	...	...	...	...	1	107	6	3				
27.	Biboohra	15	11	26	11	9	20	9	8	17	...	...	1	...	...	...	1	93	13	0	1	0	0	Opened 20th Jan., 1902.
28.	Bidwell	11	19	30	10	17	27	7	15	22	...	...	1	...	...	...	1	83	11	11				
29.	Biggenden Mines	15	19	34	13	17	30	10	13	23	...	...	1	...	...	...	1	84	11	6				

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST OF MAINTENANCE, during 1902—*continued.*

SCHOOLS.	ATTENDANCE, 1902.									STAFF OF INSTRUCTORS, 1902.							EXPENDITURE, 1902.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
PROVISIONAL SCHOOLS—*continued.*																			
30. Gigriggan	5	10	15	5	10	15	3	5	8	...	...	...	...	...	...	...	15 11 6	...	Closed 31st Mar., 1902.
31. Bingera	9	5	14	8	5	13	8	4	12	...	...	1	...	...	...	1	57 2 5	...	Reopened 18th March, 1902.
32. Birdsville	7	8	15	6	7	13	5	7	12	1	...	...	...	...	...	1	147 17 0		
33. Blackall Range	3	10	13	3	10	13	3	9	12	...	...	1	...	...	...	1	72 3 9		
34. Blackbutt	20	17	37	17	15	32	12	12	24	...	...	1	...	...	...	1	81 17 5	0 5 0	
35. Blackfellow's Creek	29	21	50	25	20	45	19	14	33	...	...	1	...	...	...	1	102 16 9		
36. Blackwater	16	25	41	14	24	38	12	21	33	1	...	...	...	...	...	1	105 6 0		
37. Blair Athol	24	27	51	18	21	39	13	17	30	...	...	1	...	...	...	1	107 13 2		
38. Blaxland	15	7	22	10	4	14	8	2	10	1	...	...	...	...	...	1	73 4 0		
39. Bli Bli	18	18	36	16	14	30	12	11	23	1	...	...	...	...	...	1	104 6 11		
40. Blyth's Creek	11	4	15	10	3	13	9	3	12	...	...	1	...	...	...	1	72 2 3		
41. Boah Peak	16	12	28	15	11	26	13	10	23	...	...	1	...	...	...	1	29 16 2	82 6 0	Opened 20th Oct., 1902.
42. Bollier	10	12	22	7	10	17	5	8	13	...	...	1	...	...	...	1	71 13 1		
43. Bollon	23	20	43	20	18	38	17	14	31	...	...	1	...	...	...	1	112 8 9	143 7 0	
44. Bon Accord	8	14	22	7	11	18	6	9	15	...	...	1	...	...	...	1	79 13 8		
45. Bondoola	3	6	9	3	5	8	2	4	6	...	...	1	...	...	...	1	43 5 7		
46. Bony Mountain	27	11	38	19	9	28	10	7	17	...	...	1	...	...	...	1	74 13 11	100 7 2	Opened 18th Feb., 1902.
47. Booie	22	22	44	19	20	39	17	18	35	...	...	1	...	...	...	1	92 15 2		
48. Boolboonda	21	22	43	17	21	38	12	17	29	...	...	1	...	...	...	1	86 18 7		
49. Boolburra	28	16	44	25	14	39	20	12	32	1	...	...	...	...	...	1	105 19 6		
50. Boonara	17	4	21	17	4	21	14	4	18	1	...	...	..	...	...	1	92 6 0	9 12 0	Opened 20th Jan., 1902.
51. Bororen	15	16	31	15	15	30	12	12	24	...	...	1	...	...	...	1	82 19 3		
52. Boundary	9	13	22	9	11	20	7	9	16	...	...	1	...	...	...	1	98 0 1		
53. Bowenville	21	17	38	13	12	25	10	8	18	1	...	...	...	...	...	1	98 3 6		
54. Braemar	13	10	23	11	9	20	8	7	15	1	...	...	...	...	...	1	88 7 3		
55. Branch Creek	20	17	37	17	13	30	13	10	23	...	...	1	...	...	...	1	83 5 0		
56. Brigalow Gully	11	11	22	10	10	20	10	8	18	1	...	...	...	...	...	1	102 17 5		
57. Brixton	15	19	34	13	16	29	11	15	26	1	...	...	...	...	...	1	105 5 9		
58. Broadmount	20	15	35	16	13	29	13	11	24	1	...	...	...	...	...	1	106 19 8		
59. Bromelton	13	17	30	11	13	24	8	9	17	...	...	1	...	...	...	1	73 16 11		
60. Brooyar	14	20	34	11	16	27	8	10	18	...	...	1	...	...	...	1	74 8 5		
61. Brownlow Hill	16	5	21	15	4	19	12	4	16	...	...	1	...	...	...	1	63 0 11	37 7 2	Opened 21st May, 1902.
62. Brown's Plains	7	6	13	7	6	13	5	4	9	...	...	...	...	...	...	...	18 1 6	...	Closed 1st April, 1902.
63. Broxburn	9	14	23	9	14	23	8	12	20	...	...	1	...	...	...	1	74 14 9		
64. Bucca Crossing	12	15	27	9	12	21	7	7	14	...	...	1	...	...	...	1	67 17 2		
65. Bullyard	24	12	36	19	9	28	15	7	22	1	...	...	...	...	...	1	105 6 7	23 4 5	
66. Bunburra	14	15	29	13	15	28	10	10	20	...	...	1	...	...	...	1	82 18 6		
67. Bunya Creek	15	11	26	15	10	25	13	8	21	...	...	1	...	...	..	1	80 16 3		
68. Burgorah South	4	10	14	4	10	14	4	10	14	1	...	...	...	...	...	1	53 7 1	...	Opened 11th Aug., 1902.
69. Burnett Creek	6	8	14	5	8	13	4	8	12	...	...	1	...	...	...	1	44 4 4	67 4 0	Opened 18th May, 1902.

70. Burpengary	...	...	...	...	14	5	19	14	4	18	10	3	13	1	...	...	...	...	...	1	92	15	1				
71. Burton ...	...	...	...	...	18	11	29	14	10	24	11	9	20	1	...	...	...	...	...	1	92	16	6				
72. Bustard Head	...	...	...	..	3	7	10	2	6	8	2	5	7	..	...	1	...	...	...	1	40	1	8				
73. Byrnestown	...	...	...	...	37	21	58	29	19	48	21	14	35	1	...	...	...	...	...	1	109	16	9				
74. Calcifer ...	...	...	...	...	17	7	24	12	5	17	10	4	14	1	...	...	...	...	...	1	125	14	5				
75. Caloundra	...	...	...	...	4	4	8	3	4	7	3	4	7	...	...	1	...	...	...	1	45	17	0				
76. Camboon ...	...	...	...	...	9	4	13	9	3	12	8	3	11	1	..	...	.	...	...	1	103	13	9				
77. Cambooya	...	...	...	...	19	10	29	17	7	24	12	5	17	1	...	...	...	...	...	1	93	0	6				
78. Camooweal	...	...	...	...	12	22	34	12	20	32	10	18	28	...	...	1	...	...	...	1	128	17	5				
79. Cania ...	...	...	...	...	15	12	27	11	10	21	10	8	18	...	...	1	...	...	...	1	89	8	6				
80. Canning Creek	...	...	...	...	13	2	15	11	2	13	10	2	12	...	...	1	...	...	...	1	74	7	3	77	0	0	
81. Cannon Vale	...	...	...	...	11	12	23	10	10	20	8	7	15	...	...	1	...	...	...	1	72	10	1				
82. Canungera Lower	...	...	...	...	7	6	13	7	6	13	6	5	11	...	...	1	...	...	...	1	64	14	0				
83. Canungera Upper	...	...	...	...	24	18	42	20	17	37	15	13	28	...	...	1	...	...	...	1	85	9	4				
84. Cape Moreton	...	...	...	...	8	13	21	4	7	11	3	4	7	...	...	1	...	...	...	1	43	2	11				
85. Cardbeign	...	...	...	...	22	19	41	14	15	29	8	9	17	...	...	1	...	...	...	1	82	16	4				
86. Carney's Creek	...	...	...	...	8	6	14	7	6	13	7	5	12	...	...	1	...	...	...	1	73	15	9				
87. Carrara ...	...	...	...	...	14	16	30	11	13	24	8	12	20	...	...	1	...	...	...	1	70	10	4	4	10	5	Opened 21st Feb., 1902.
88. Carrington	...	...	...	...	20	20	40	12	14	26	7	9	16	...	...	1	...	...	...	1	82	19	3				
89. Cawdor ...	..	...	...	...	19	23	42	15	17	32	14	14	28	1	...	...	...	..	...	1	107	13	8				
90. Cecil Plains	...	...	...	...	8	8	16	7	8	15	6	6	12	1	...	...	...	...	...	1	88	2	1				
91. Chamber's Flat	...	...	...	...	7	7	14	7	7	14	6	7	13	...	...	1	...	...	...	1	72	16	11				
92. Charleston	...	...	...	...	12	12	24	10	9	19	7	7	14	1	...	...	...	...	...	1	121	14	2				
93. Charlwood	...	...	...	...	20	19	39	18	17	35	14	14	28	...	...	1	...	...	...	1	81	18	3				
94. Chatsworth	...	...	...	...	16	21	37	14	19	33	13	18	31	1	...	...	...	...	...	1	108	3	1				
95. Cherry Gully	...	...	...	...	9	11	20	8	11	19	7	10	17	...	...	1	...	...	...	1	72	16	6	22	7	6	
96. Christiansburg	...	...	...	...	8	9	17	7	7	14	6	4	10	...	...	1	...	...	...	1	69	0	8				
97. Clarendon	...	...	...	...	5	6	11	5	5	10	5	5	10	...	...	1	...	...	...	1	60	13	5				
98. Clyde Creek	...	...	...	...	13	17	30	12	16	28	9	13	22	1	...	...	...	...	...	1	96	12	2				
99. Coal Creek	...	...	...	...	15	13	28	11	12	23	9	10	19	...	...	1	...	...	...	1	84	6	5	0	3	6	
100. Coen ...	...	...	...	...	15	23	38	13	18	31	10	15	25	1	...	...	...	...	...	1	170	0	11				
101. Coleyville	...	...	...	...	15	13	28	13	12	25	11	11	22	...	...	1	...	...	...	1	84	17	9				
102. Colinton ...	...	...	...	...	7	6	13	6	6	12	5	5	10	...	...	...	...	...	...	...	60	19	10		...		Closed 11 Aug., 1902.
103. College View	...	...	...	...	30	23	53	21	20	41	13	17	30	...	...	1	...	...	...	1	91	15	4				
104. Columboola	...	...	...	...	15	15	30	12	14	26	11	12	23	...	...	1	...	...	...	1	84	5	8				
105. Coochin Creek	...	...	...	...	19	26	45	16	23	39	13	19	32	1	...	...	...	...	...	1	109	4	10				
106. Coochin Lower	...	...	...	...	23	19	42	20	17	37	14	12	26	...	...	1	...	...	...	1	82	15	9				
107. Coolabunia	...	...	...	...	25	32	57	21	28	49	15	20	35	1	...	...	...	...	...	1	110	3	9				
108. Coolgarra	...	...	...	...	22	27	49	20	18	38	17	14	31	1	...	...	...	...	...	1	111	1	7				
109. Coolmunda	...	...	...	...	10	18	28	8	16	24	7	13	20	...	...	1	...	...	...	1	82	19	1				
110. Cooran ...	...	...	...	...	30	22	52	24	19	43	18	16	34	...	..	1	...	...	...	1	89	0	6				
111. Cooroora ...	...	...	...	...	11	9	20	9	7	16	8	6	14	...	...	1	...	...	...	1	72	15	10				
112. Coowonga	...	...	...	...	15	12	27	12	8	20	10	5	15	..	...	1	...	...	...	1	73	9	11				
113. Cross Roads	...	...	...	...	18	9	27	15	8	23	11	7	18	...	...	1	...	...	...	1	75	16	6				
114. Croydon King	...	...	...	...	10	13	23	8	11	19	8	9	17	1	...	...	...	...	...	1	126	18	0				
115. Cumonju	...	...	...	...	23	20	43	19	17	36	13	11	24	...	...	1	...	...	...	1	83	12	5				
116. Curra ...	...	...	...	...	29	24	53	22	20	42	19	16	35	...	...	1	...	...	...	1	110	8	5				
117. Currigee ...	...	...	...	...	9	13	22	8	9	17	7	8	15	1	...	...	...	...	...	1	94	1	6				
118. Currumbin Creek	...	...	...	...	7	11	18	6	10	16	5	8	13	1	...	..	...	...	...	1	94	16	7				
119. Cuttaburra	...	...	...	...	13	16	29	7	11	18	5	8	13	...	...	1	...	...	...	1	81	18	10				
120. Dallarnil ...	...	...	...	...	12	21	33	11	19	30	8	14	22		...	1	...	...	...	1	83	17	0	19	13	5	
121. Dalma Road	...	...	...	...	13	8	21	12	8	20	10	6	16	1	...	...	...	...	...	1	92	1	0				
122. Dalysford	...	...	...	...	7	12	19	6	10	16	4	8	12	...	...	1	...	...	...	1	72	1	1				
123. Dareel ...	...	...	...	...	12	11	23	11	8	19	9	8	17	...	...	1	...	...	...	1	95	11	7				
124. Dargal ...	...	...	...	...	3	10	13	3	10	13	2	5	7	...	...	1	...	...	...	1	68	9	10				
125. Darlington	...	...	...	...	22	17	39	19	14	33	15	9	24	1	...	...	...	...	...	1	102	14	10				
126. Deborah ...	...	...	...	...	10	14	24	8	12	20	7	11	18	1	...	...	...	...	...	1	92	11	2				
127. Deception Bay	...	...	...	...	5	7	12	5	6	11	5	5	10	...	...	1	...	...	...	1	64	1	5				
128. Deep Lead	...	...	...	...	12	10	22	11	9	20	9	6	15	1	...	...	...	...	...	1	114	6	9				
129. Degilbo ...	...	...	...	...	23	15	38	21	14	35	18	11	29	...	...	1	...	...	...	1	84	2	2				

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1902—*continued.*

SCHOOLS.	ATTENDANCE, 1902.									STAFF OF INSTRUCTORS, 1902.							EXPENDITURE, 1902.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
130. Delaney's Creek	12	10	22	11	8	19	8	6	14	...	...	1	...	...	...	1	72 13 8		
131. Diddillibah	11	20	31	10	16	26	8	13	21	1	...	...	...	...	...	1	102 7 9		
132. Dingo	14	22	36	11	18	29	9	13	22	1	...	...	...	...	...	1	102 13 0		
133. Dirranbandi	9	8	17	8	8	16	7	7	14	...	...	1	...	...	...	1	59 14 1	104 0 0	Opened 9th June, 1902.
134. Djuan	25	25	50	23	23	46	16	17	33	1	...	...	...	...	...	1	107 8 1		
135. Domville	8	11	19	7	8	15	4	5	9	...	...	1	...	...	...	1	62 12 7		
136. Donnyville	15	16	31	11	14	25	8	10	18	1	...	...	...	...	...	1	128 17 5		
137. Doongal, Lower	8	9	17	7	9	16	6	8	14	...	...	1	...	...	...	1	72 11 10		
138. Double Island Point	3	3	6	3	3	6	3	3	6	...	...	...	...	...	...	...	14 6 1	...	Closed 11th June, 1902.
139. Douglas Creek	13	10	23	10	8	18	7	6	13	1	...	...	...	...	...	1	102 18 4		
140. Dow's Creek	21	28	49	18	23	41	12	16	28	...	...	1	...	...	...	1	82 8 4		
141. Drillham	23	22	45	20	18	38	14	11	25	...	...	1	...	...	...	1	86 11 8		
142. Drummer's Creek	15	16	31	12	14	26	10	10	20	...	...	1	...	...	...	1	74 18 10		
143. Dry Paddock	11	14	25	8	13	21	6	11	17	...	...	1	...	...	...	1	73 11 7		
144. Duck Creek	6	13	19	3	10	13	3	8	11	1	...	...	...	...	...	1	113 12 0	...	Full time from 1st Aug., 1902.
145. Duingal	15	11	26	12	7	19	9	4	13	...	...	1	...	...	...	1	72 18 0		
146. Dulong	17	12	29	14	10	24	10	8	18	...	...	1	...	...	...	1	70 10 0		
147. Dundas	19	12	31	18	12	30	15	10	25	...	...	1	...	...	...	1	84 14 4		
148. Dundee	11	8	19	8	5	13	6	3	9	1	...	...	...	...	...	1	82 16 10		
149. Dundowran	19	24	43	17	21	38	14	17	31	...	...	1	...	...	...	1	90 9 11		
150. Dunmora	12	9	21	8	8	16	7	7	14	1	...	...	...	...	...	1	93 4 4		
151. Dunmora Central	19	11	30	16	10	26	14	9	23	1	..	...	...	...	...	1	103 13 11		
152. Durundur	7	10	17	7	9	16	6	8	14	...	...	1	...	...	...	1	71 18 1		
153. Einasleigh	12	13	25	10	11	21	7	8	15	1	...	...	...	...	...	1	122 18 4	42 17 9	
154. Elbow Valley	15	15	30	14	14	28	10	11	21	1	...	...	...	...	...	1	102 12 7		
155. Electra	17	7	24	14	6	20	9	5	14	...	...	1	...	...	...	1	79 9 7		
156. Elgin Vale	5	8	13	5	8	13	5	8	13	...	...	1	...	...	...	1	72 1 8		
157. Ellangowan	9	13	22	8	12	20	5	10	15	...	...	1	...	...	...	1	72 13 0		
158. Elphinstone	12	11	23	11	10	21	9	8	17	...	...	1	...	...	...	1	74 9 4		
159. Eromanga	10	12	22	10	10	20	9	8	17	...	...	1	...	...	...	1	111 19 8		
160. Errisvale	12	11	23	9	8	17	6	7	13	...	...	1	...	...	...	1	76 10 9	16 8 0	
161. Etna Creek	13	20	33	12	18	30	8	14	22	...	...	1	...	...	...	1	81 1 1		
162. Eton Vale	13	6	19	12	5	17	10	4	14	1	...	...	...	...	...	1	92 15 1		
163. Eudlo	9	16	25	8	14	22	7	12	19	...	...	1	...	...	...	1	73 0 5		
164. Eulo	25	23	48	20	18	38	13	11	24	1	...	...	...	...	...	1	124 1 0		
165. Eumundi	25	29	54	25	29	54	20	24	44	...	...	...	...	...	...	...	62 1 3	...	Became State School 21st July, 1902.
166. Euthulla	24	22	46	17	20	37	13	15	28	...	...	1	...	...	...	1	85 9 1		
167. Evelyn Scrub	15	9	24	15	9	24	14	7	21	1	...	...	...	...	...	1	110 12 2		
168. Evergreen	21	20	41	19	19	38	15	14	29	...	...	1	...	...	...	1	82 8 9		

169.	Evlinton	16	14	30	11	10	21	9	8	17	...	...	1	...	...	...	1	78	12	5			
170.	Excel	3	5	8	3	5	8	3	5	8	1	...	...	...	...	...	1	68	16	4	...		Full time from 13th June, 1902.
171.	Fairhill	17	19	36	16	17	33	15	15	30	...	...	1	...	...	...	1	88	16	1			
172.	Fairney View	25	22	47	24	20	44	18	16	34	1	...	...	...	...	...	1	112	12	6			
173.	Fairymead	28	25	53	20	21	41	16	19	35	...	...	1	...	...	...	1	85	18	7			
174.	Ferndale	8	10	18	7	9	16	6	7	13	...	...	1	...	...	...	1	74	5	0			
175.	Flagstone Creek	28	38	66	27	33	60	20	27	47	...	...	1	1	...	...	2	113	7	2	134	13	7	
176.	Flying Fish Point	9	7	16	6	7	13	5	6	11	...	...	1	...	...	...	1	47	14	4	...		Reopened 26th March, 1902.
177.	Forbes Creek	9	15	24	7	12	19	5	9	14	...	...	1	...	...	...	1	72	17	5			
178.	Fordsdale	14	13	27	13	13	26	11	11	22	...	...	1	...	...	...	1	87	19	0			
179.	Frenchman's Creek	26	35	61	21	25	46	16	19	35	...	...	1	...	...	...	1	94	7	6			
180.	Freshwater	31	26	57	25	22	47	21	18	39	...	...	1	...	...	...	1	102	17	11			
181.	Friezland	6	5	11	6	4	10	5	3	8	1	...	...	...	...	...	1	112	6	0			
182.	Garradunga	5	4	9	4	4	8	2	4	6	1	...	...	...	...	...	1	55	11	11	96	18	0	Opened 7th July, 1902.
183.	Geera	18	6	24	15	5	20	11	4	15	...	...	1	...	...	...	1	84	5	6			
184.	Gilbert River	8	10	18	7	10	17	5	7	12	1	...	...	...	...	...	1	116	11	0			
185.	Gindie	24	19	43	20	17	37	13	11	24	...	...	1	...	...	...	1	94	18	5			
186.	Girofla	29	15	44	24	11	35	20	8	28	1	...	...	...	...	...	1	137	6	7			
187.	Givelda	18	12	30	13	8	21	11	7	18	1	...	...	...	...	...	1	92	11	7			
188.	Gladfield	13	15	28	11	14	25	8	10	18	...	...	1	...	...	...	1	72	10	1			
189.	Glassford Creek	12	15	27	11	13	24	10	10	20	1	...	...	...	...	...	1	102	19	2			
190.	Glastonbury Creek	12	13	25	10	12	22	8	10	18	...	...	1	...	...	...	1	65	13	10			
191.	Glenapp	17	30	47	15	26	41	12	22	34	...	...	1	...	...	...	1	93	5	9	0	10	0	
192.	Glenaven	16	16	32	15	13	28	11	10	21	1	...	...	...	...	...	1	103	8	0			
193.	Gleneagle	9	11	20	7	10	17	6	8	14	...	...	1	...	...	...	1	50	11	7	...		Reopened 28th April, 1902.
194.	Glengallan	18	18	36	13	13	26	9	9	18	1	...	...	...	...	...	1	100	12	4			
195.	Glenlyon	8	6	14	8	5	13	7	4	11	...	...	1	...	...	...	1	58	6	7			
196.	Glenrock (McIvor)	13	4	17	10	3	13	8	2	10	1	...	...	...	...	...	1	64	14	4	...		Opened 20th Jan., 1902.
197.	Goganjo	12	11	23	12	11	23	10	10	20	1	...	...	...	...	...	1	100	6	2			
198.	Goodwood	14	21	35	11	17	28	9	15	24	...	...	1	...	...	...	1	84	8	9			
199.	Goomboorian	7	11	18	7	10	17	6	8	14	1	...	...	...	...	...	1	87	16	11	77	6	0	Opened 3rd Feb., 1902.
200.	Goondi	19	13	32	17	11	28	15	9	24	...	...	1	...	...	...	1	93	15	4			
201.	Goondiwindi East	12	19	31	11	15	26	8	11	19	1	...	...	...	...	...	1	100	19	10			
202.	„ North	11	7	18	10	6	16	8	5	13	...	...	1	...	...	...	1	85	19	4			
203.	„ West...	17	13	30	16	12	28	14	9	23	1	...	..	...	...	...	1	103	5	10	0	10	0
204.	Gootchie	10	12	22	10	11	21	9	9	18	1	...	..	...	...	...	1	92	1	9			
205.	Goowarra	17	22	39	13	16	29	11	12	23	1	...	..	...	...	...	1	104	10	0			
206.	Gowrie Colliery	4	5	9	3	5	8	2	3	5	...	...	..	...	...	...	...	26	0	3	...		Closed 30th June, 1902.
207.	Gowrie Estate	24	25	49	24	23	47	21	18	39	1	...	..	...	...	...	1	113	5	8			
208.	Gowrie Mountain	11	8	19	10	7	17	8	4	12	1	...	..	...	...	...	1	88	1	9			
209.	Grantham Scrub	20	18	38	19	18	37	16	15	31	...	...	1	...	...	...	1	93	9	6			
210.	Grass Tree	13	8	21	10	8	18	7	6	13	1	...	...	...	...	...	1	89	13	9			
211.	Greenbank	8	19	27	8	17	25	6	12	18	...	...	1	...	...	...	1	68	8	1			
212.	Greenmount	18	20	38	17	18	35	15	15	30	1	...	...	...	...	...	1	114	1	5			
213.	Gregor's Creek	13	12	25	12	10	22	11	9	20	...	...	1	...	...	...	1	79	9	5			
214.	Gregory	10	9	19	10	9	19	10	8	18	...	...	1	...	...	...	1	72	9	1			
215.	Grosvenor Flat	11	11	22	9	9	18	6	8	14	...	...	...	...	...	...	...	77	11	7	...		No teacher November and December.
216.	Gunalda	19	17	36	18	16	34	16	16	32	...	...	1	...	...	...	1	82	5	6			
217.	Gundiah	25	26	51	20	20	40	16	15	31	1	...	..	...	...	...	1	110	2	3			
218.	Habana	21	14	35	19	12	31	13	9	22	1	...	...	...	...	...	1	90	13	5			
219.	Hamilton	16	16	32	12	11	23	7	7	14	...	...	1	...	...	...	1	73	19	1			
220.	Hampden	30	23	53	25	22	47	17	17	34	...	...	1	...	...	...	1	95	16	9			
221.	Hebel	8	10	18	7	7	14	5	5	10	...	...	1	...	...	...	1	88	12	7			
222.	Helidon Scrub	18	18	36	15	16	31	11	12	23	1	...	...	...	...	...	1	102	12	8			
223.	Hessenburg	20	26	46	19	25	44	16	21	37	1	...	...	...	...	...	1	111	17	6			
224.	Highworth	12	10	22	10	9	19	8	7	15	...	...	1	...	...	...	1	75	15	4			

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance, during 1902—*continued.*

Schools.	Attendance, 1902.									Staff of Instructors, 1902.							Expenditure, 1902.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
225. Hill Top	8	17	25	7	12	19	5	9	14	...	...	1	...	...	..	1	76 13 3		
226. Hill View	14	22	36	13	21	34	12	16	28	1	...	...	...	...	...	1	104 12 0		
227. Homestead	22	21	43	17	16	33	14	13	27	1	...	...	...	...	...	1	129 12 8		
228. Hopetoun	43	46	89	36	38	74	26	29	55	...	...	1	1	...	...	2	158 10 8		
229. Horse Creek	13	14	27	11	13	24	9	11	20	...	...	1	...	...	...	1	84 7 9	...	Opened 18th Feb., 1902.
230. Hughenden North	12	6	18	10	5	15	6	4	10	...	...	1	...	...	...	1	89 12 6		
231. Humpy Bong	12	9	21	11	7	18	9	6	15	...	...	1	...	...	...	1	72 8 7		
232. Hungerford	11	12	23	10	11	21	8	10	18	...	...	1	...	...	...	1	103 18 10		
233. Ilkley	19	13	32	15	10	25	12	8	20	1	...	...	...	...	...	1	99 13 11		
234. Imbil	9	11	20	7	9	16	6	7	13	...	...	1	...	...	...	1	72 11 9		
235. Irvingdale	7	13	20	6	10	16	4	8	12	...	...	1	...	...	...	1	70 3 7		
236. Isis Central Mill	10	15	25	9	12	21	8	10	18	1	...	...	...	..	...	1	97 3 3		
237. Isis South	14	29	43	12	28	40	10	25	35	1	...	...	...	..	...	1	110 2 2	8 16 0	
238. Ivory's Creek	13	8	21	11	5	16	9	4	13	...	...	1	...	...	...	1	71 11 11		
239. Jackson	19	23	42	16	18	34	14	15	29	...	...	1	...	...	...	1	91 11 8		
240. Jimboomba Timber Reserve	17	8	25	14	7	21	11	6	17	..	...	1	...	...	...	1	72 18 8		
241. Jimbour	16	9	25	11	6	17	8	5	13	1	...	...	...	...	...	1	102 5 1		
242. Jondowaie	15	15	30	14	14	28	10	12	22	...	...	1	...	...	...	1	82 0 9		
243. Jondowaie Creek	7	7	14	5	7	12	4	6	10	...	...	1	...	...	...	1	72 0 11	85 7 6	Opened 6th Feb., 1902.
244. Junction Creek	1	2	3	1	2	3	1	2	3	...	...	...	...	...	...	...	18 12 10	...	Closed 1st April, 1902.
245. Jundah	19	17	36	14	15	29	12	9	21	1	...	...	...	...	...	1	133 16 3		
246. Kabra	16	20	36	16	20	36	13	16	29	1	...	...	...	...	...	1	17 8 6	103 0 0	Opened 29th Oct., 1902.
247. Kalbar	16	17	33	15	15	30	11	13	24	...	...	1	...	...	...	1	82 12 0		
248 Kandanga Creek	15	6	21	14	6	20	12	6	18	1	...	...	...	...	...	1	88 17 3		
249. Kanighan	13	12	25	10	12	22	9	10	19	...	...	1	...	...	...	1	74 12 1		
250. Kedron Upper	12	26	38	12	23	35	11	21	32	...	...	1	...	...	...	1	84 10 1		
251. Kelsey Creek	16	22	38	12	15	27	9	11	20	...	...	1	...	...	...	1	79 10 10		
252. Kenilworth	23	11	34	22	10	32	19	8	27	...	...	1	...	...	...	1	82 8 6		
253. Kenmore	28	21	49	23	17	40	18	13	31	1	...	...	...	...	...	1	120 7 2		
254. Keppel Bay	5	7	12	4	5	9	4	4	8	...	...	1	...	...	...	1	52 12 0		
255. Kerry	11	12	23	11	11	22	8	8	16	...	...	1	...	...	...	1	73 3 2		
256. Kilkivan Junction	14	5	19	12	5	17	10	4	14	1	...	...	...	...	...	1	92 1 5		
257. Kincora	13	5	18	11	5	16	8	4	12	1	...	...	...	...	...	1	75 6 6		
258. Kingbombie	12	15	27	10	11	21	7	8	15	..	...	1	...	...	...	1	72 13 4		
259. King's Tent	8	10	18	8	9	17	6	7	13	1	...	...	...	...	...	1	92 11 11		
260. Kirk River	17	8	25	15	8	23	13	7	20	...	...	1	...	...	...	1	84 3 6		
261. Knapp's Creek	10	13	23	10	11	21	8	6	14	...	...	1	...	...	...	1	72 18 10		
262. Kobble Creek	16	11	27	14	10	24	11	8	19	...	...	1	...	...	...	1	93 14 4		
263. Kooroongarra South	12	13	25	12	12	24	10	11	21	...	...	1	...	...	...	1	76 0 9		
264 Kunioon	7	7	14	6	6	12	4	5	9	...	...	1	...	...	...	1	59 4 8		
265. Kunioon West	16	14	30	13	11	26	13	10	23	1	...	...	...	...	...	1	131 12 3	...	Opened 20th Jan., 1902.

	[illegible] Creek	...	...	...	17	15	32	16	14	30	12	10	22	...	...	1	...	...	...	1	81	12	0	...	
	Lagoon Creek	...	...	...	16	14	30	15	13	28	12	11	23	...	...	1	...	...	...	1	88	4	2		
	Lagoon Flat	...	...	...	13	15	28	13	15	28	11	13	24	...	...	1	...	...	...	1	102	0	0		
270.	Landsborough	...	...	...	29	25	54	25	21	46	21	18	39	1	...	..	...	...	...	1	111	12	6		
271.	Laura ...	...	...	...	15	18	33	14	13	27	12	11	23	1	...	...	...	...	...	1	114	14	8		
272.	Lefthand Branch	...	...	...	8	7	15	7	6	13	6	5	11	...	...	1	...	...	...	1	75	16	5		
273.	Lilyvale ...	...	...	...	12	12	24	8	10	18	6	7	13	...	...	1	...	...	...	1	72	7	3		
274.	Limestone Ridges	...	...	...	20	17	37	17	15	32	13	13	26	...	...	1	...	...	...	1	82	15	5		
275.	Linthorpe...	...	...	...	22	15	37	16	11	27	12	9	21	...	...	1	...	...	...	1	78	11	7		
276.	Littabella Creek	...	...	...	10	10	20	7	6	13	6	5	11	...	...	1	...	...	...	1	68	1	0		
277.	Lockyer	...	...	...	12	14	26	11	12	23	10	10	20	...	...	1	...	...	...	1	74	13	6		
278.	Logan Reserve	...	...	...	18	19	37	16	17	33	12	13	25	...	...	1	...	...	...	1	83	0	4		
279.	Logboy ...	...	...	...	10	10	20	8	8	16	7	8	15	...	...	1	...	..	...	1	59	16	0	76 4 0	Opened 22nd April, 1902.
280.	Longreach West	...	...	...	17	19	36	12	16	28	8	13	21	1	...	...	...	...	...	1	114	11	5		
281.	Lucinda Point	...	...	...	4	13	17	3	11	14	3	10	13	...	...	1	...	...	...	1	80	0	9		
282.	Macalister	...	...	...	16	21	37	12	16	28	9	13	22	1	...	...	...	...	...	1	103	15	0		
283.	McDonald's Flat	...	...	...	10	7	17	9	6	15	7	5	12	1	...	..	...	...	...	1	102	11	3		
284.	McKinlay	...	...	...	17	19	36	12	12	24	11	10	21	1	...	...	...	..	...	1	128	17	9		
285.	Macknade	...	...	...	21	35	56	18	29	47	13	22	35	1	...	...	...	...	...	1	120	0	4		
286.	Macrossan Bridge	...	...	...	25	33	58	20	24	44	14	18	32	1	...	...	...	...	...	1	184	6	11		
287.	Malar ...	...	...	...	6	5	11	5	4	9	4	4	8	1	...	...	...	...	...	1	89	5	5		
288.	Maleny ...	...	...	...	10	11	21	9	7	16	7	5	12	1	...	...	...	...	...	1	92	19	3	82 0 0	
289.	Mapleton ..	...	...	...	11	13	24	11	11	22	8	10	18	...	...	1	...	...	...	1	73	13	0		
290.	Marblestone	...	...	...	15	8	23	14	7	21	11	5	16	1	...	...	...	...	...	1	101	8	2		
291.	Mareeba Gold Field	...	...	...	9	9	18	7	9	16	7	8	15	...	...	1	...	...	...	1	85	5	6		
292.	Maroon ...	...	...	...	28	23	51	25	21	46	16	13	29	1	...	...	...	...	...	1	106	9	2		
293.	Martintown	...	...	...	16	18	34	15	14	29	10	10	20	...	...	1	...	...	...	1	83	1	10		
294.	Marton ...	...	...	...	12	8	20	9	8	17	8	7	15	...	...	1	...	...	...	1	82	18	1		
295.	Maudsland	...	...	...	22	14	36	22	12	34	15	9	24	...	...	1	...	...	...	1	80	1	11		
296.	Merinda ...	...	...	...	37	38	75	33	34	67	25	29	54	...	...	1	1	...	...	2	166	6	4		
297.	Merryvale	...	...	...	11	8	19	8	7	15	5	6	11	...	...	1	...	...	...	1	67	16	5		
298.	Mia Mia ...	...	...	...	5	10	15	4	7	11	4	6	10	...	...	1	...	...	...	1	58	7	2		
299.	Miara ..	..	...	...	9	14	23	9	11	20	7	9	16	...	...	1	...	...	...	1	74	11	10		
300.	Millmerran	...	..	...	22	11	33	19	10	29	14	8	22	1	...	...	...	...	...	1	102	14	5		
301.	Milo ...	...	...	...	10	6	16	10	6	16	9	5	14	...	...	1	...	...	...	1	51	2	10	...	Opened 20th Jan., 1902.
302.	Milsted ...	...	...	...	28	23	51	24	21	45	19	16	35	1	...	...	...	...	...	1	100	0	7		
303.	Mingo ...	...	...	...	6	9	15	6	9	15	5	8	13	1	...	...	...	...	...	1	93	9	9		
304.	Miriam Vale	...	...	...	29	13	42	22	8	30	18	6	24	1	...	...	...	...	...	1	105	11	0		
305.	Miva ...	...	...	...	12	10	22	8	8	16	6	6	12	...	...	1	...	...	...	1	65	14	3		
306.	Mocatty's Corner	...	...	...	11	8	19	6	6	12	3	4	7	...	...	1	...	...	...	1	59	3	2	0 10 0	
307.	Monal ...	...	...	...	34	22	56	26	20	46	25	18	43	...	...	1	1	...	...	2	164	18	11		
308.	Monkey Waterholes	...	...	...	26	27	53	23	24	47	17	19	36	1	...	...	...	...	...	1	109	4	1		
309.	Moolboolaman	...	...	...	7	11	18	7	11	18	3	6	9	..	...	...	..	...	...	...	20	15	1	...	Closed 14th Apr., 1902.
310.	Mooloolah	...	...	...	12	9	21	10	7	17	8	6	14	...	...	1	...	...	...	1	72	13	2		
311.	Mooloolah Plains	...	...	..	7	9	16	5	8	13	4	8	12	...	..	1	...	...	...	1	72	8	8		
312.	Moombra ...	...	...	...	4	12	16	3	12	15	3	11	14	1	...	...	...	...	...	1	92	11	7		
313.	Moonmera	...	...	...	27	25	52	21	22	43	16	17	33	...	...	1	...	...	...	1	92	8	3		
314.	Moorang ...	...	...	...	14	21	35	13	19	32	10	15	25	1	...	...	...	...	...	1	111	14	1		
315.	Moorland	...	...	...	12	7	19	10	7	17	8	5	13		...	1	...	...	...	1	74	4	1		
316.	Moss View	...	...	...	13	16	29	11	14	25	7	11	18	...	...	1	...	...	...	1	73	3	11		
317.	Mount Alford	...	...	...	26	15	41	23	13	36	20	11	31	1	...	...	...	...	...	1	104	12	11		
318.	Mount Appallan	...	...	..	11	7	18	11	7	18	10	6	16	...	...	1	...	...	...	1	37	4	1	70 8 0	Opened 30th Jul., 1902.
319.	Mount Berryman	...	...	...	18	19	37	16	16	32	13	12	25	...	...	1	...	...	...	1	80	9	1		
320.	Mount Bopple	...	...	...	10	7	17	9	7	16	8	6	14	1	...	...	...	...	...	1	92	17	2		
321.	Mount Britten	...	...	...	4	5	9	4	5	9	3	5	8	...	...	1	...	...	...	1	66	14	11		
322.	Mount Campbell	...	...	...	16	5	21	15	5	20	11	5	16	1	...	...	...	...	...	1	92	16	4		
323.	Mount Chalmers	...	...	...	14	11	25	11	9	20	9	7	16	...	...	1	...	...	...	1	71	13	1		
324.	Mount Cotton	...	...	...	18	21	39	18	18	36	14	15	29	1	...	...	...	...	...	1	104	8	0		
325.	Mount Darry	...	...	...	11	12	23	8	10	18	5	8	13	1	...	...	...	...	...	1	95	18	3		

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1902—*continued.*

SCHOOLS.	ATTENDANCE, 1902.									STAFF OF INSTRUCTORS, 1902.							EXPENDITURE, 1902.			Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.			
										Males.		Females.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.					
PROVISIONAL SCHOOLS—*continued.*																				
326. Mount Forbes	15	24	39	15	23	38	13	21	34	1	...	...	...	...	...	1	113	1	8	
327. Mount French	9	6	15	8	5	13	7	4	11	...	...	1	...	...	...	1	62	9	8	
328. Mount Hedlow	19	22	41	16	17	33	12	14	26	1	...	...	...	...	...	1	104	2	7	
329. Mount Janet	10	4	14	10	4	14	9	4	13	1	...	...	...	...	...	1	94	16	11	
330. Mount Jones	12	9	21	10	7	17	8	5	13	...	...	1	...	...	...	1	78	0	6	8 0 0 Opened 20th Jan., 1902.
331. Mount Larcombe	8	6	14	6	4	10	6	3	9	...	...	1	...	...	...	1	53	4	4	
332. Mount Leyshon	10	17	27	9	15	24	8	12	20	1	...	...	...	...	...	1	106	3	8	
333. Mount Marlow	18	15	33	12	11	23	8	8	16	1	...	...	...	...	...	1	97	18	1	
334. Mount Mee	12	8	20	9	6	15	7	3	10	...	...	1	...	...	...	1	71	16	10	
335. Mount Shamrock	15	14	29	12	12	24	11	11	22	1	...	...	...	...	...	1	89	3	10	
336. Mountside	10	11	21	8	10	18	7	7	14	...	...	1	...	...	...	1	70	7	0	
337. Mount Sylvia	28	28	56	25	24	49	19	19	38	1	...	...	...	...	...	1	109	4	9	
338. Mount View	5	3	8	5	3	8	2	2	4	...	...	1	...	...	...	1	34	3	2	
339. Mount Whitestone	26	21	47	25	19	44	21	15	36	1	...	...	...	...	...	1	109	11	1	
340. Muckadilla	13	18	31	11	11	22	10	9	19	1	...	...	...	...	...	1	104	8	5	
341. Mudgeraba	12	6	18	11	5	16	9	4	13	...	...	1	...	...	...	1	63	7	4	
342. Mudgeraba Lower	25	24	49	22	20	42	19	15	34	1	...	...	...	...	...	1	99	10	0	
343. Mulga	15	17	32	13	14	27	9	11	20	...	...	1	...	...	...	1	83	9	10	0 6 0
344. Mundoo	20	24	44	19	20	39	15	16	31	1	...	...	...	...	...	1	113	10	8	
345. Mungindi...	17	17	34	11	10	21	7	5	12	1	...	...	...	...	...	1	112	3	10	
346. Mungore	29	19	48	25	17	42	19	12	31	...	...	1	...	...	...	1	82	6	3	
347. Munna Creek	22	19	41	22	18	40	17	16	33	...	...	1	...	...	...	1	95	3	1	
348. Murray River	4	8	12	4	7	11	3	6	9	...	...	1	...	...	...	1	62	11	0	
349. Nankin Junction	23	18	41	19	14	33	16	11	27	...	...	1	...	...	...	1	82	8	3	
350. Nebo	18	20	38	15	17	32	12	15	27	1	...	...	...	...	...	1	114	6	2	
351. Nerang Upper	25	20	45	19	19	38	13	15	28	...	...	1	...	...	...	1	89	17	4	
352. Neurum Creek	15	17	32	14	16	30	11	13	24	...	...	1	...	...	...	1	80	15	4	
353. Neusa Vale	7	5	12	5	5	10	5	5	10	...	...	1	...	...	...	1	62	18	11	
354. Newton (Esk)	29	33	62	23	25	48	17	18	35	...	...	1	...	...	...	1	88	5	1	
355. New Zealand Gully	16	17	33	12	14	26	9	13	22	1	...	...	...	...	...	1	104	18	4	
356. Nigger Creek	17	21	38	15	17	32	13	14	27	...	...	1	...	...	...	1	94	3	10	
357. Nindaroo	15	10	25	14	8	22	11	5	16	...	...	1	...	...	...	1	76	0	1	
358. Nobby	27	24	51	21	22	43	16	16	32	...	...	1	...	...	...	1	86	15	4	
359. Noogoora...	4	13	17	4	13	17	3	11	14	...	...	1	...	...	...	1	74	5	3	
360. Normanby Gold Field	12	12	24	12	12	24	10	11	21	1	...	...	...	...	...	1	114	3	9	
361. North Baffle Creek...	11	11	22	9	9	18	7	6	13	1	...	...	...	...	...	1	90	0	7	
362. Northcote	4	9	13	3	7	10	2	6	8	1	...	...	...	...	...	1	88	10	9	
363. North Eton	24	27	51	20	21	41	14	15	29	...	...	...	1	...	...	1	94	5	4	
364. North Maclean	10	18	28	10	17	27														

... ...	11	13	27	22	5	22	27	5	32	...	...	1	...	...	...	1	91	9	6						
...am	33	12	45	26	9	37	26	6	31	...	...	1	...	...	...	1	73	6	2						
...'s Bridge	11	12	23	10	9	19	6	7	13	...	...	1	...	...	...	1	88	13	5						
Ormeau	10	14	24	9	12	21	7	9	16	1	...	...	...	...	...	1	82	18	8	19	17	4			
Paddock Swamp	21	14	35	16	13	29	11	9	20	...	...	1	...	...	...	1	83	3	3						
Palm Creek	17	13	30	15	13	28	11	9	20	1	...	...	...	...	...	1	80	2	4						
Palm Tree	11	11	22	10	10	20	9	8	17	...	...	1	...	...	...	1	82	14	3						
Palmwoods	19	24	43	14	16	30	11	13	24	...	...	1	...	...	...	1	92	15	9						
Paradise	16	11	27	11	8	19	8	6	14	1	...	...	...	...	...	1	110	13	0						
376. Parkhurst	17	23	40	15	21	36	14	17	31	1	...	...	...	...	...	1	72	15	8						
377. Park Ridge	9	12	21	6	10	16	5	9	14	...	...	1	...	...	...	1	110	15	3						
378. Parson's Point	26	24	50	21	19	40	18	18	36	1	...	...	...	...	...	1	52	17	8						
379. Peachester	8	7	15	8	6	14	6	5	11	...	...	1	...	...	...	1	104	0	11						
380. Pechey	19	19	38	16	16	32	12	13	25	1	...	...	...	...	...	1	230	14	8						
381. Pentland	51	38	89	43	36	79	37	31	68	1	...	...	1	...	...	2	100	19	3						
382. Perseverance Creek...	20	19	39	16	16	32	12	12	24	1	...	...	...	...	...	1	74	12	0	19	4	0			
383. Pickenjennie	12	12	24	11	11	22	9	9	18	...	...	1	...	...	...	1	96	1	3						
384. Pie Creek	29	15	44	24	14	38	18	11	29	1	...	...	...	...	...	1	64	6	3	...			Full time from 22nd April, 1902.		
385. Pikedale	8	9	17	7	8	15	6	7	13	1	...	...	...	...	...	1	66	11	11						
386. Pilton	8	10	18	7	8	15	6	7	13	...	...	1	...	...	...	1	80	19	7						
387. Pinbarren	26	18	44	23	16	39	17	14	31	...	...	1	...	...	...	1	95	13	1						
388. Pine Creek	20	11	31	17	9	26	14	7	21	1	...	...	...	...	...	1	83	14	1						
389. Pine Grove	12	16	28	11	14	25	8	10	18	...	...	1	...	...	...	1	81	16	8	0	5	0			
390. Pine Ridge	10	7	17	9	7	16	7	6	13	1	...	...	...	...	...	1	79	16	4						
391. Pioneer's Rest	19	11	30	17	11	28	14	8	22	...	...	1	...	...	...	1	109	8	10						
392. Plainby	21	23	44	19	20	39	16	16	32	1	...	...	...	...	...	1	110	8	10						
393. Plane Creek	27	15	42	25	14	39	21	11	32	1	...	...	...	...	...	1	77	9	3						
394. Plane Creek Upper	10	10	20	9	9	18	7	7	14	...	...	1	...	...	...	1	88	5	10						
395. Pleystowe	24	18	42	21	15	36	14	11	25	...	...	1	...	...	...	1	83	12	5						
396. Polmaily	32	18	50	25	13	38	19	11	30	...	...	1	...	...	...	1	104	0	3						
397. Prairie	31	19	50	23	14	37	17	11	28	...	...	1	...	...	...	1	83	4	2						
398. Prestons	16	18	34	15	17	32	13	15	28	...	...	1	...	...	...	1	103	1	4						
399. Proserpine Lower	37	43	80	28	34	62	15	21	36	...	...	1	...	...	...	1	81	14	9						
400. Pumping Station (Charters Towers)	13	12	25	11	10	21	8	8	16	...	...	1	...	...	...	1	77	0	7						
401. Puzzling Gully	8	11	19	8	10	18	6	7	13	...	...	1	...	...	...	1	77	9	8	30	4	0			
402. Quinalow	22	17	39	15	16	31	8	10	18	...	...	1	...	...	...	1	77	9	8	30	4	0			
403. Raceview	15	27	42	12	22	34	8	18	26	...	...	2	...	...	...	2	91	7	8	...			One teacher on leave.		
404. Raglan Creek	26	13	39	23	10	33	17	7	24	1	...	...	...	...	...	1	97	2	3						
405. Ravensbourne	23	13	36	22	12	34	17	9	26	1	...	...	...	...	...	1	104	6	7						
406. Razorback	24	26	50	21	22	43	15	16	31	...	...	1	...	...	...	1	93	9	7						
407. Redbank Gully	22	11	33	19	10	29	15	8	23	...	...	1	...	...	...	1	83	5	3						
408. Redcliffe	29	17	46	25	17	42	19	15	34	1	...	...	...	...	...	1	108	4	1						
409. Reid River	27	23	50	23	17	40	17	12	29	...	...	1	...	...	...	1	91	6	9						
410. Ringing Plains	8	9	17	7	7	14	7	6	13	...	...	1	...	...	...	1	76	9	1						
411. Ripple Creek	19	11	30	14	9	23	9	5	14	...	...	1	...	...	...	1	82	9	11						
412. Riversdale	6	9	15	6	9	15	5	7	12	...	...	1	...	...	...	1	75	16	8	...			Opened 20th Jan., 1902.		
413. Rochford	15	14	29	13	13	26	10	11	21	...	...	1	...	...	...	1	84	5	8						
414. Rocksberg	10	8	18	10	7	17	9	6	15	...	...	1	...	...	...	1	72	8	0						
415. Rockside	13	14	27	12	14	26	11	13	24	1	...	...	...	...	...	1	68	19	4	95	6	0	Opened 2nd Jun., 1902.		
416. Rodger's Creek	5	6	11	4	6	10	4	6	10	...	...	1	...	...	...	1	62	13	10						
417. Rolleston	24	18	42	23	16	39	20	14	34	1	...	...	...	...	...	1	133	1	10	114	8	0			
418. Rookwood	10	8	18	8	8	16	7	7	14	...	...	1	...	...	...	1	73	7	6						
419. Rosalie Plains	16	19	35	10	14	24	5	8	13	1	...	...	...	...	...	1	96	2	8						
420. Rosedale	17	24	41	13	20	33	10	15	25	1	...	...	...	...	...	1	122	10	3						
421. Rosehill	24	23	47	16	14	30	13	10	23	...	...	1	...	...	...	1	79	7	2						
422. Rosemount	12	16	28	9	13	22	6	9	15	...	...	1	...	...	...	1	73	2	2						
423. Ross River	23	22	45	21	18	39	16	13	29	...	...	1	...	...	...	1	99	7	9	33	7	11			
424. Rossvale	29	25	54	22	21	43	15	15	30	...	...	1	...	...	...	1	85	1	4	0	5	0			
425. Rossville	10	8	18	9	7	16	8	7	15	1	...	...	...	...	...	1	102	13	0						

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance, during 1902—*continued.*

Schools.	Attendance, 1902.									Staff of Instructors, 1902.							Expenditure, 1902.			Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.		Building, Furnishing, and Repairs.	
										Males.		Females.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.					
PROVISIONAL SCHOOLS—*continued.*																				
426. Rubyanna	18	11	29	13	10	23	11	8	19	...	...	1	...	...	...	1	77	3	2	
427. Runcorn	12	15	27	13	11	24	10	10	20	...	...	1	...	...	...	1	76	0	11	
428. Samson Creek	13	21	34	12	20	32	9	15	24	...	...	1	...	...	...	1	81	18	4	
429. Sandhills	21	25	46	18	24	42	15	22	37	...	...	1	...	...	...	1	93	11	4	
430. Sandy Cape	5	7	12	3	5	8	2	4	6	...	...	...	...	...	...	...	19	1	8	...	No teacher November and December.
431. San José	10	6	16	7	5	12	4	4	8	...	..	...	...	...	...	...	...			...	Half-time school from 2nd September, 1902.
432. Scotchy Pocket	9	7	16	9	7	16	8	6	14	...	...	1	...	...	...	1	75	5	0		
433. Scrubby Mount	17	11	28	12	10	22	9	8	17	...	...	1	...	..	...	1	73	16	6		
434. Sea Hill	3	4	7	3	4	7	3	4	7	...	...	1	...	...	...	1	44	0	8		
435. Severn River	11	12	23	9	12	21	5	9	14	...	...	1	...	...	...	1	72	5	2		
436. Sheep Station Creek	14	24	38	10	18	28	7	14	21	...	...	1	...	...	...	1	79	6	10		
437. Short Cut	7	10	17	6	10	16	5	8	13	...	...	1	...	...	...	1	73	15	2		
438. Silver Spur	32	33	65	26	28	54	20	23	43	...	...	1	...	...	...	1	105	9	4		
439. Silverwood	7	11	18	6	11	17	6	8	14	1	...	...	...	...	...	1	92	12	2		
440. Six-Mile Camping Reserve	10	8	18	10	7	17	8	5	13	...	...	1	...	...	...	1	73	15	8		
441. Slack's Creek	14	10	24	12	7	19	10	6	16	...	...	1	...	...	...	1	74	8	10		
442. Smithfield	29	19	48	23	15	38	16	10	26	1	...	...	...	...	...	1	115	18	3		
443. Southern Cross	15	21	36	13	16	29	9	11	20	...	...	1	...	...	...	1	82	11	6		
444. Spring Flat	11	13	24	6	11	17	5	9	14	...	...	1	...	...	...	1	72	15	4		
445. Stamford	21	12	33	16	11	27	14	9	23	1	...	...	...	...	...	1	111	14	6		
446. Stanley River	22	18	40	19	16	35	16	14	30	1	...	...	...	...	...	1	110	13	5		
447. Stanmore	9	7	16	8	6	14	7	6	13	...	...	...	...	...	...	...	62	17	8	...	Teacher transferred 1st December, 1902.
448. Stockleigh	11	5	16	10	4	14	8	3	11	...	...	1	...	...	...	1	64	0	8		
449. Stonehenge	16	15	31	16	15	31	14	14	28	1	...	...	...	...	...	1	133	14	7		
450. Stony Creek	6	6	12	6	5	11	5	3	8	...	...	1	...	...	...	1	63	4	6		
451. Strathane	7	12	19	7	11	18	6	9	15	...	...	1	...	...	...	1	74	5	5		
452. St. Ruth	4	18	22	4	13	17	3	9	12	...	...	1	...	...	...	1	68	10	6		
453. Summer Hill	18	18	36	18	16	34	14	12	26	1	...	...	...	...	...	1	111	14	1		
454. Tasbinga Village	29	38	67	22	31	53	16	24	40	...	..	1	...	...	...	1	94	6	7		
455. Table Top	18	14	32	16	11	27	11	8	19	1	...	...	...	...	...	1	129	6	1		
456. Talgai West	11	7	18	11	7	18	11	6	17	...	...	1	...	...	...	1	26	11	10	...	Opened 22nd Sept., 1902.
457. Tambourine	14	17	31	13	15	28	11	12	23	...	...	1	...	...	...	1	80	5	6		
458. Tambourine Mountain	5	5	10	5	3	8	5	2	7	...	...	1	...	...	...	1	52	18	7		
459. Tangorin	6	6	12	5	6	11	5	4	9	...	...	1	...	...	...	1	85	4	10	...	Opened 27th Jan., 1902.
460. Taraborah	10	10	20	8	9	17	7	8	15	...	...	1	...	...	...	1	83	10	10		
461. Tarampa Flat	10	9	19	10	9	19	9	8	17	...	...	1	...	...	...	1	6	4	10	70	2 10
462. Targinnie	28	24	52	23	20	43	17	15	32	...	...	1	...	...	...	1	74	19	1	...	Opened 25th Nov., 1902.
463. Tate Tin Mines	11	10	21	8	9	17	7	7	14	...	...	...	1	...	...	1	138	7	4		Opened 24th Mar., 1902.

	Teebar East	11	9	20	8	8	16	5	6	11	...	...	1	...	...	...	1	66	2	10			
	Tegege	8	7	15	7	6	13	6	4	10	...	...	1	...	...	...	1	68	13	2			
	Teutoburg	19	6	25	17	4	21	14	3	17	1	...	...	...	...	...	1	92	15	5			
467.	Teviot	12	8	20	11	7	18	8	5	13	...	...	1	...	...	...	1	66	6	0			
468.	Teviotville Railway Station	24	20	44	21	20	41	17	17	34	...	...	1	...	...	...	1	86	16	10			
469.	The Leap	16	13	29	15	12	27	8	7	15	1	...	...	...	...	...	1	94	19	3	..		
470.	Theresa Creek	4	6	10	3	6	9	3	5	8	...	...	...	...	...	...	...	55	7	1	...		Closed 11th Nov., 1902.
471.	The Springs	35	14	49	30	10	40	21	6	27	...	...	1	...	...	...	1	92	12	7	19	12	0
472.	Thinoomba	16	11	27	12	9	21	9	7	16	...	...	1	...	...	...	1	75	2	2			
473.	Thulumbah	14	9	23	12	9	21	9	6	15	...	...	1	...	...	...	1	80	18	7			
474.	Tipton	4	9	13	4	8	12	4	8	12	...	...	1	...	...	...	1	53	9	1			
475.	Tonk's Camp	3	5	8	3	5	8	3	4	7	...	...	...	...	...	...	..	14	4	2	...		Closed 28th Feb., 1902.
476.	Toonpan	17	17	34	14	13	27	11	11	22	...	...	1	...	...	...	1	93	12	10			
477.	Toorbul	19	9	28	17	7	24	11	5	16	...	...	1	...	...	...	1	83	13	6			
478.	Torquay	22	20	42	12	11	23	9	7	16	...	...	1	...	...	...	1	71	1	4			
479.	Torrens Creek	28	30	58	21	24	45	15	17	32	1	...	...	...	...	...	1	123	2	5			
480.	Townson	13	11	24	11	11	22	7	8	15	...	...	1	...	...	...	1	73	7	5			
481.	Traveston	14	6	20	12	5	17	9	4	13	...	...	1	...	...	...	1	71	1	8			
482.	Traveston Siding	19	17	36	18	16	34	16	14	30	...	...	1	...	...	...	1	82	6	10			
483.	True Blue	30	24	54	20	17	37	14	13	27	1	...	...	...	...	...	1	141	15	3			
484.	Tryphinia	8	15	23	6	10	16	5	7	12	1	...	...	...	...	...	1	95	9	8			
485.	Ulam South	11	6	17	10	4	14	8	3	11	...	...	1	...	...	...	1	55	12	11			
486.	Ulam Upper	18	6	24	16	4	20	12	3	15	1	...	...	...	...	...	1	116	10	2			
487.	Upper Forest Springs	13	15	28	11	14	25	9	11	20	...	...	1	...	...	...	1	69	15	3			
488.	Upper North Pine	32	44	76	30	38	68	23	31	54	1	...	...	1	...	...	2	150	15	7			
489.	Urandangie	8	11	19	7	9	16	6	8	14	...	...	1	...	...	...	1	128	6	1			
490.	Veresdale Scrub	19	23	42	13	20	33	9	17	26	1	...	...	...	...	...	1	104	12	1			
491.	Victoria Plantation	30	30	60	23	22	45	17	17	34	...	...	1	...	...	...	1	104	7	10			
492.	Villeneuve	7	10	17	7	10	17	6	9	15	...	...	1	...	...	...	1	10	2	1	...		Opened 11th Nov., 1902.
493.	Wallal	10	10	20	8	9	17	7	7	14	...	...	1	...	...	...	1	84	0	10			
494.	Wallaroo	10	8	18	9	6	15	8	6	14	...	...	1	...	...	...	1	72	6	0			
495.	Wangary	10	10	20	10	7	17	6	5	11	...	...	1	...	...	...	1	73	6	10	...		Full time 18th July, 1902.
496.	Wararba	14	10	24	11	8	19	9	6	15	...	...	1	...	..	...	1	72	13	11			
497.	Warden Bend	13	3	16	11	2	13	9	2	11	...	...	1	...	...	...	1	61	13	6			
498.	Warooby	17	21	38	15	18	33	11	14	25	...	...	1	...	...	...	1	82	18	6			
499.	Watawa	44	37	81	36	30	66	28	25	53	1	...	...	...	1	...	2	182	7	8			
500.	Welcome Pocket	18	7	25	17	7	24	15	6	21	...	...	1	...	...	...	1	89	4	4			
501.	Wellcamp	22	19	41	20	15	35	18	12	30	1	...	...	...	...	...	1	102	15	8			
502.	Westbrook	10	16	26	9	14	23	7	11	18	1	...	...	...	...	...	1	94	5	1			
503.	Westbury	8	12	20	8	12	20	7	11	18	...	...	1	...	...	...	1	69	17	5	3	0	0
504.	West Haldon	12	15	27	9	13	22	5	10	15	...	...	1	...	...	...	1	73	2	5			
505.	West Prairie	10	8	18	9	7	16	6	6	12	...	...	1	...	...	...	1	74	5	0			
506.	West Vale (Villeneuve)	4	9	13	4	9	13	4	8	12	...	...	...	...	...	...	...	51	4	6	...		Closed 8th Sept., 1902.
507.	Whichello	18	18	36	17	15	32	13	12	25	1	...	...	...	...	...	1	103	12	9			
508.	Widgee	8	8	16	7	7	14	6	6	12	1	...	...	...	...	...	1	93	1	5			
509.	Widgeegoara	13	6	19	9	3	12	7	2	9	1	...	...	...	...	...	1	111	8	1			
510.	Witheren	8	6	14	8	5	13	7	4	11	...	...	1	...	...	...	1	57	18	8			
511.	Wolffdene	11	22	33	10	22	32	9	20	29	...	...	1	...	...	...	1	87	0	1			
512.	Woodlands	14	25	39	13	22	35	8	15	23	...	...	1	...	...	...	1	81	15	2			
513.	Woodstock	34	31	65	30	25	55	21	17	38	...	...	1	...	...	...	1	163	1	3			
514.	Woolmar	29	30	59	25	26	51	20	21	41	1	...	...	...	...	...	1	110	4	2			
515	Woondum	16	22	38	15	19	34	13	16	29	...	...	1	...	...	...	1	74	10	0			
516.	Wooroolin	7	12	19	5	12	17	4	11	15	...	..	1	...	...	...	1	73	9	10			
517.	Woowoonga Creek	17	19	36	14	15	29	12	12	24	1	...	...	...	...	...	1	92	1	5			
518.	Wright's Creek	14	20	34	12	18	30	10	15	25	...	...	1	...	...	..	1	93	3	2			
519.	Wyandra	22	27	49	17	24	41	14	21	35	...	...	1	...	...	...	1	107	4	6			

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance, during 1902—*continued.*

Schools.	Attendance, 1902.									Staff of Instructors, 1902.							Expenditure, 1902.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil-Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
520. Wycarbah	12	15	27	10	13	23	7	9	16	1	...	...	...	...	...	1	96 2 0	0 10 0	
521. Wyreema	20	40	60	18	35	53	16	30	46	...	...	1	1	...	...	2	168 3 5		
522. Yamsion	7	8	15	6	7	13	4	6	10	...	...	1	...	...	...	1	63 1 7		
523. Yandaran Creek	12	8	20	12	8	20	10	7	17	...	...	1	...	...	...	1	72 7 7		
524. Yandina	34	30	64	34	30	64	29	25	54	...	...	...	...	...	...	...	25 14 4	...	Became a State School 24th Feb., 1902.
525. Yarraman Creek	13	10	23	11	8	19	9	6	15	...	...	1	...	...	...	1	75 13 8	1 0 0	
526. Yelvertoft	3	6	9	2	5	7	2	5	7	...	...	1	...	...	...	1	104 14 11	20 12 0	
527. Yingerbay	12	7	19	11	6	17	9	5	14	...	...	1	...	...	...	1	78 10 0		
HALF-TIME PROVISIONAL SCHOOLS.																			
528. Burrenbah	1	4	5	1	4	5	1	4	5										Opened 7th July, 1902.
529. Talbalba	2	1	3	2	1	3	2	1	3	1	...	...	...	...	...	1	39 16 7	...	Closed 1st Aug., 1902.
530. Cairo	1	1	2	1	1	2	1	1	2										Opened 29th Sept., 1902.
531. Excel	3	5	8	3	5	8	2	5	7										Full time, 13th June, 1902.
532. Springbank	2	2	4	2	2	4	1	2	3	...	...	...	...	...	...	...	...	...	Closed 13th June, 1902.
533. Bloomfield Hills	6	3	9	4	3	7	4	2	6										
534. Kingumbilla	4	4	8	2	4	6	2	3	5	...	...	1	...	...	...	1	66 18 5		
535. Cooper's Creek	5	8	13	4	8	12	4	8	12										
536. Windorah	11	7	18	7	6	13	6	4	10	...	...	1	...	...	...	1	117 18 8		
537. Mount Beagle	1	8	9	1	8	9	1	7	8										Half-time with Red Hill, 8th Sept., 1902.
538. Wangary	10	8	18	9	7	16	8	6	14	...	...	1	...	...	...	1	...	...	Full time from 18th July, 1902.
539. Nellybri	2	5	7	1	5	6	1	5	6										
540. Retreat	3	6	9	3	5	8	2	4	6	1	...	...	...	...	...	1	97 18 5		
541. Toompine	2	2	4	2	2	4	2	2	4										
542. Duck Creek	3	9	12	2	9	11	2	9	11	...	...	...	...	...	...	...	...	...	Closed 1st August, 1902.
543. Woolgar No. 1 Lower	8	10	18	4	7	11	3	5	8										Full time from 1st Aug., 1901.
544. Woolgar No. 2 Upper	5	6	11	4	5	9	4	4	8	1	...	...	...	...	...	1	117 6 0		
545. Nine Mile (Tilpal)	5	2	7	4	2	6	4	2	6										
546. [illegible] (Tilpal)	4	5	9	3	3	6	3	3	6										

547. Redhill	6	5	11	3	4	7	2	3	5	...	...	...	...	...	...	...	73 13 8	...	Half-time with Mount Beagle from 8th Sept., 1902.
548. Stanhope	5	2	7	4	2	6	3	2	5										Closed 30th June, 1902.
549. Morinish No. 1	5	7	12	5	6	11	4	6	10	1	...	...	...	...	...	1	60 13 7	...	Opened 6th Feb., 1902.
550. Morinish No. 2	9	4	13	7	4	11	6	4	10										
551. Daintree No. 1	5	3	8	5	3	8	5	3	8	1	...	...	...	...	...	1	48 2 8	...	Re-opened 19th May, 1902.
552. Daintree No. 2	4	3	7	4	3	7	4	3	7										
553. Warroo	3	7	10	3	6	9	2	6	8	1	...	...	...	...	...	1	48 7 2	...	Opened 4th Aug., 1902.
554. Whycombe	3	3	6	3	3	6	3	3	6										
555. San José	10	6	16	6	3	9	3	3	6	1	...	...	...	...	...	1	52 15 5	...	Opened 2nd Sept., 1902.
556. Cross's	4	2	6	4	2	6	3	2	5										
SCHOOLS AT REFORMATORY AND BENEVOLENT ESTABLISHMENTS.																			
1. Deebing Creek	21	31	52	20	28	48	18	26	44	...	...	1	...	...	...	1	59 5 1		
2. Myora	13	15	28	7	14	21	5	12	17	1	...	...	...	...	...	1	94 16 0		
3. Westbrook Reformatory	108	...	108	76	...	76	65	...	65	1	...	...	...	...	...	1			
TOTALS:—																			
STATE	48,166	43,928	92,094	39,471	36,209	75,680	32,492	29,329	61,821	403	221	48	500	323	361	1,856	214,602 12 7	7,490 6 1	
PROVISIONAL	8,213	7,935	16,148	6,959	6,747	13,706	5,479	5,383	10,862	194	...	328	9	...	...	531	46,560 13 3	1,952 19 6	
BENEVOLENT AND REFORMATORY ESTABLISHMENTS	142	46	188	103	42	145	88	38	126	2	...	1	...	...	...	3	154 1 1		
GRAND TOTALS	56,521	51,909	108,430	46,533	42,998	89,531	38,059	34,750	72,809	599	221	377	509	323	361	2,390	261,317 6 11	9,443 5 7	

WILL. TELFORD, Acting Registrar.

Table D.

Year.	Gross Enrolment.	Net Enrolment.	Average Daily Attendance.	INCREASE.		
				Gross Enrolment.	Net Enrolment.	Average Daily Attendance.
1893	78,330	70,445	44,432	*559	*50	*1,543
1894	76,039	67,726	45,050	*2,291	*2,719	618
1895	82,837	74,542	48,270	6,798	6,816	3,220
1896	90,780	81,754	54,316	7,943	7,212	6,046
1897	95,028	85,229	59,748	4,248	3,475	5,432
1898	99,097	88,691	58,296	4,069	3,462	†1,452
1899	103,544	92,120	63,133	4,447	3,429	4,837
1900	108,070	95,310	69,285	4,526	3,190	6,152
1901	109,293	96,891	70,432	1,223	1,581	1,147
1902	108,430	97,131	72,809	‡863	240	2,377

* Decrease owing to raising of minimum age from *five* to *six*, and to general financial depression. † Decrease; a year of unusual sickness. ‡ Decrease.

Table E.

Classification of Children.

	Year.	CHILDREN.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.			CLASS VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Classes in Operation at the close of the year	1893	...	...	...	681	665	691	618	617	643	574	574	600	489	487	514	385	384	410	153	154	175
	1894	...	...	...	682	665	691	637	636	663	617	615	642	480	479	505	353	352	377	170	171	192
	1895	...	...	...	721	704	731	685	684	711	629	628	655	557	556	583	370	369	395	178	169	191
	1896	...	...	...	752	739	765	688	685	711	675	673	698	576	573	599	393	390	415	177	178	198
	1897	...	...	...	786	769	795	686	686	712	673	672	699	567	566	593	454	454	479	160	166	184
	1898	...	...	...	797	779	806	706	705	733	679	678	706	647	646	674	450	451	477	169	174	193
	1899	...	...	...	855	839	867	764	763	791	729	728	756	689	688	716	525	524	552	201	200	227
	1900	...	..	...	913	898	924	801	801	827	767	767	793	688	688	714	587	587	613	205	208	230
	1901	...	...	...	942	927	951	832	831	858	804	803	830	749	748	775	582	582	608	211	212	235
	1902	...	...	...	948	923	990	831	815	894	822	814	880	723	746	819	517	564	652	172	207	253
Average Age in years of the Children enrolled at the close of the year	1893	...	...	...	7·32	7·21	...	9·57	9·51	...	11·08	11 19	...	12·39	12·42	...	13·00	13·16	...	14·03	14·24	...
	1894	...	...	...	7·47	7·37	...	9·29	9·33	...	11·11	11·04	...	12·41	12·42	...	13·22	13·41	...	14·50	13 90	...
	1895	...	...	...	7·05	7·03	...	9·28	9·21	...	10·30	10·90	...	12·91	12·47	...	13·50	13·50	...	15·75	15·31	...
	1896	...	...	...	6·62	6·88	...	9·16	9·23	...	10·95	10·55	...	12·31	12·25	...	13·46	13·66	...	14·56	14·57	...
	1897	...	...	...	7·00	7·15	...	9·28	9·11	...	10 83	10·77	...	12·98	12·05	..	13·31	13·46	...	14 21	14·66	...
	1898	...	...	...	6·86	7·09	...	9·16	9·13	...	10·86	10·77	...	12·16	12·00	...	13·26	13·37	...	14 29	14·52	...
	1899	...	...	...	6·76	6·98	...	9 20	9·08	...	10·69	10 49	...	12·16	12·15	...	13·41	13·14	...	14·29	14·29	...
	1900	...	...	...	6·82	6·61	...	8·64	8·68	...	10·00	9 9	...	12·00	12·00	...	13·01	13·04	...	14·03	14·00	...
	1901	...	...	...	6·72	6·51	...	8·58	8·56	...	10·0	10·00	...	12·00	12·00	...	13·00	13·06	...	14·00	14·00	...
	1902	...	...	...	6·99	6·90	...	9·11	8·97	...	10·74	10·76	...	12 14	12·15	...	13·27	13·43	...	14·56	14·79	...

Table H—*continued.*

LISTS, with PARTICULARS of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1902—*continued.*

STATE SCHOOLS—*continued.*

School.	Locality or Railway.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
				£ s. d.	£ s. d.	...
Gowrie Estate	Toowoomba ...	Wood	40	...	...	The establishment of a State school to supersede the existing Provisional school is deferred owing to the condition of the public finances.
Leichhardt Ward	Rockhampton	„	...	...	...	Application referred to the District Inspector for report.
Macknade ...	Herbert River	„	32	...	...	The establishment of a State school to supersede the existing Provisional school is not approved at present owing to the condition of the public finances. The present school building affords accommodation for fifty-six pupils at the rate of 8 square feet per pupil.
Merinda ...	Bowen ...	„	50	673 0 0	...	State school to supersede the existing Provisional school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Buildings to be erected when public finances will admit and the local quota has been paid.
Newmarket ...	Brisbane ...	„	185	1,250 0 0	250 0 0	Erection of State school buildings is deferred owing to the condition of the public finances.
Plane Creek ...	Mackay ...	„	34	...	...	The establishment of a State school to supersede the existing Provisional school is deferred owing to the condition of the public finances.
Rolleston ...	near Springsure	„	33	...	...	Attendance does not warrant the establishment of a State school to supersede the existing Provisional school.
Wellcamp ...	S. and W. Railway	„	30	...	...	Attendance does not warrant the establishment of a State school to supersede the existing Provisional school.
Woodstock ...	Northern Railway	„	37	562 0 0	...	State school to supersede the existing Provisional school approved. Buildings to be erected when public funds will admit and the local quota has been paid.

PROVISIONAL SCHOOLS.

School.	Locality or Railway.	Prospective Attendance.	Remarks.
Baffle Creek	Rosedale, *viâ* Bundaberg	23	Provisional school approved. Usual information supplied. Steps being taken to secure suitable site.
Barambah	Burnett	7	This application for a half-time school to be worked in conjunction with the existing provisional school at Elgin Vale was not approved.
Battle Camp	Cooktown Railway ...	16	Provisional school approved, provided the parents obtain and equip a suitable building for school purposes.
Bendee	*viâ* Dalby	12	Usual forms of application sent.
Boompa	Maryborough - Degilbo Railway	14	Provisional school not approved in view of the proposed removal of the existing school at Teebar East to a more central site
Broadwater	*viâ* Maryland ...	17	Provisional school approved. Usual information supplied.
Broadwater	near Stanthorpe ...	15	Provisional school approved, provided the residents erect and equip a suitable building for school purposes, and contribute towards the salary of a teacher.
Bundaberg West ...	Bundaberg	...	Usual forms of application sent.
Canning Hill	*viâ* Warwick ...	28	Provisional school approved. Usual information supplied. Steps being taken to secure suitable site.
Cape Capricorn	Rockhampton ...	...	Application referred to Marine Department for report.
Cattle Creek West ...	Mackay	...	Application referred to District Inspector for report.
Congoola	*viâ* Cunnamulla ...	14	Provisional school approved, provided the residents erect and equip a suitable building for school purposes.
Cooby Creek	Meringandan ...	...	See "Meringandan Creek."
Coolabunia West	Nanango	16	As the prospective attendance of pupils would barely yield an average attendance of twelve (12), and in view of the condition of the public funds, the residents were advised to renew their application next financial year.
Deuchar	*viâ* Hendon	32	Provisional school approved. Usual information supplied. Steps being taken to secure suitable site.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1902—*continued.*

PROVISIONAL SCHOOLS—*continued.*

School.	Locality or Railway.	Prospective Attendance.	Remarks.
reux Creek	Marian, Mackay ...	23	Provisional school approved. Usual information supplied. Site secured.
n Park	Oakey	21	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
oolah	*viâ* Cooktown ...	26	Provisional school approved. Usual information supplied. Site secured.
borough	Yeppoon	19	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
r Hills	near Gin Gin ...	20	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
kevale	*viâ* Grandchester ...	21	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
ondan	Yetton, Gayndah ...	27	Provisional school approved. Usual information supplied. Site secured.
e Island	near Thursday Island	8	Provisional school approved. School to be opened after summer vacation.
alungra	Bowen Railway ...	11	Usual forms of application sent.
ldean	Nanango	18	Usual forms of application sent.
lington Hill	Clifton	42	Provisional school approved. Usual information supplied. Site secured.
Diggings	Ravenswood Junction	15	Provisional school approved. Buildings completed. School to be opened after summer vacation.
boora	Chillagoe	20	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
Lomond	Killarney Line ...	30	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
ton	Woodstock, Northern Line	26	Provisional school approved. Usual information supplied. Site secured.
field	Aramara, Mungar Junction	12	Usual forms of application sent.
ngandan Creek ...	Meringandan ...	23	Establishment of a provisional school not approved in view of existing schools in the neighbourhood.
nouth	Chinchilla	32	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
nt Barlow	Rockhampton ...	27	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
nt Bismarck	Jondaryan	30	Establishment of a Provisional school postponed until expected settlement has taken place, and it is known definitely what schools are necessary, and which are the most suitable and central sites.
nt Debateable ...	Gayndah	...	Usual forms of application sent.
nt Victoria	near Mount Morgan	...	Application referred to the District Inspector for report.
cet Flat	Maryborough ...	22	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
gil	Jondaryan	25	Provisional school approved. Usual information supplied.
mile Creek	*viâ* Strathpine ...	...	Application referred to the District Inspector for report.
arren Creek	Cooran	...	Further application to be made when the prospective attendance is known.
rpine Township ...	Bowen	50	Provisional school approved. Usual information supplied. Steps being taken to secure a suitable site.
nshoe	near Herberton ...	15	Usual forms of application sent.
's Creek Upper ...	Gayndah	16	Provisional school approved. Residents to provide and equip a suitable building for school purposes. Steps being taken to secure a site.
y Creek	Leyburn	19	Provisional school approved. Buildings completed. School to be opened after summer vacation.
n-mile Creek ...	Mackay	...	Application referred to the District Inspector for report.
ng Hill	Charleville	12	Provisional school approved on condition that residents secure and equip a suitable building for school purposes, and provide free board for the teacher.
) Yard Reserve ...	Wallumbilla ...	15	Provisional school approved. Usual information supplied. Site secured, and tender for erection of buildings accepted.
ary Hills	Chillagoe	60	Provisional school approved. Plan of school building submitted to the building committee.
nnie Goldfield ...	*viâ* Gladstone ...	25	Provisional school approved. Usual information supplied. Site secured.
nville	*viâ* Crow's Nest ...	28	Usual forms of application sent.
t	Clifton	23	Provisional school approved. Usual information supplied. Site secured.
r Cedar Creek ...	Samford	12	Prospective attendance does not warrant the establishment of a school.
r Widgee Creek ...	Beaudesert	20	Provisional school approved. Usual information supplied. Site secured.
llands	Inglewood	24	Provisional school approved. Usual information supplied.

J STORY, Acting Chief Clerk.

Table K—*continued.*

Lists, with Particulars of Schools in Course of Erection, or in reference to which action was the Year 1902—*continued.*

STATE SCHOOLS—*continued.*

School.	Locality or Railway.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	
				£ s. d.	£ s. d.	
Gowrie Estate	Toowoomba ...	Wood	40	...	...	The establi sede defer pub
Leichhardt Ward	Rockhampton	„	...	...	...	Appli f
Macknade ...	Herbert River	„	32	...	...	The
Merinda ...	Bowen ...	„	50	673 0 0	...	
Newmarket ...	Brisbane ...	„	185	1,250 0 0		
Plane Creek ...	Mackay ...	„	34	...		
Rolleston ...	near Springsure	„	33		...	35 0 0
Wellcamp ...	S. and W. Railway	„	30			
Woodstock ...	Northern Railway	„	37			

J. W. C. DRAN

Table K.

...ne Year 1902 (being parts of the Financial Year ... and 1902-1903).

School.	Locality
Baffle Creek ...	Rose b
Barambah ...	Br
Battle Camp ...	
Bendee ...	
Boompa ...	
Broadwater ...	
Broadwater ...	
Bundaberg West	
Canning Hill	
Cape Capricorn	
Cattle Creek	
Congoola ...	
Cooby Creek	
Coolabunia	
Deuchar	

Disbursements.	£ s. d.
By Department—	
Salary of Minister	610 15 1
Salaries of Officers	3,722 8 3
Contingencies	1,218 13 3
„ (Railway Fares, &c.)	2,765 2 9
„ Inspection—	
Salaries of Officers	5,726 10 0
Contingencies	2,507 17 3
Attendance Officers—	
Salaries	525 0 0
Contingencies	590 12 8
„ State Schools—	
Salaries of Teachers and Pupil Teachers ...	194,119 1 0
Extra Cost of living ...	3,454 5 3
Inclusion of Residence ...	1,451 13 7
Travelling Expenses ...	1,078 18 2
Requisites	3,065 12 7
Incidentals	12,196 12 0
Instruction in Cookery ...	13 13 0
Carried forward ...	311,668 12 2

Table H—*continued.*

LISTS, with PARTICULARS of SCHOOLS in COURSE of ERECTION, or in reference to which action the Year 1902—*continued.*

STATE SCHOOLS—*continued.*

School.	Locality or Railway.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	
				£ s. d.	£ s. d.	
Gowrie Estate	Toowoomba...	Wood	40	...	...	The
Leichhardt Ward	Rockhampton	„	...	...	...	
Macknade ...	Herbert River	„	32	...	...	
Merinda ...	Bowen ...	„	50	673 0		
Newmarket ...	Brisbane ...	„	185			
Plane Creek ...	Mackay ...	„				
Rolleston ...	near Springsure				35 0 0	
Wellcamp ...	S. and W. Railway					
Woodstock ...	Northern Railway					

... 35 0 0

J. W. C. DRANE, Accountant.

Table I

... of the Financial Years 1901-1

	£ s. d.	£ s. d.
Baffle C...		
Baram...		
Batt...		
Be...		
Bu...		
...		
...		

Table L.

IMPORTANT ADDITIONS AND REPAIRS, 1902.

School.	Work.	Cost.	Local Subscriptions.
		£ s. d.	£ s. d.
Brisbane Central	Repairs and painting	46 0 0	
Clifton Homestead Area	Playshed	62 15 0	12 11 0
Crosshill	Additions to residence	43 0 0	7 12 0
Croydon	Additions	119 0 0	23 16 0
Engelsberg	Reroofing	33 0 0	
Gin Gin	Additions	93 16 0	18 15 2
Helidon	Additions and painting	118 0 0	22 10 0
Highfields	Repairs and improvements	37 10 0	6 0 0
Ithaca Creek	Converting residence into class-rooms ...	59 10 0	11 18 0
Miles	Additions	123 15 0	21 2 0
Mirani	Repairs and painting	33 10 0	
Mountain View	Additions	80 10 0	16 2 0
Park Avenue	Fencing and gates	108 4 0	21 12 10
Terror's Creek	Reroofing and repairs	44 15 0	
Thargomindah	Playshed	95 0 0	19 0 0
Toowoomba North	Reflooring Boys' School	35 0 0	

J. W. C. DRANE, Accountant.

Table K.

STATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR 1902 (being parts of the Financial Years 1901-1902 and 1902-1903).

RECEIPTS.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.
To Amount received from Treasury, from 1st January, 1902, to 31st December, 1902 (on account of Parliamentary Appropriation)	311,358 12 2	By DEPARTMENT—		
		Salary of Minister	610 15 1	
		Salaries of Officers	3,722 8 3	
		Contingencies	1,218 13 3	
		,, (Railway Fares, &c.)	2,765 2 9	8,316 19 4
		,, INSPECTION—		
		Salaries of Officers	5,726 10 0	
		Contingencies	2,507 17 3	
		Attendance Officers—		
		Salaries	525 0 0	
		Contingencies	590 12 8	9,349 19 11
		,, STATE SCHOOLS—		
		Salaries of Teachers and Pupil Teachers	194,119 1 0	
		Extra Cost of living ...	3,454 5 3	
		In lieu of Residence ...	1,451 13 7	
		Travelling Expenses ...	1,078 18 2	
		Requisites	3,065 12 7	
		Incidentals	12,106 12 0	
		Instruction in Cookery ...	13 13 0	215,289 15 7
		Carried forward ...	...	232,956 14 6

Table K.—*continued.*

STATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR 1902 (being parts of the Financial Years 1901-19 and 1902-1903)—*continued.*

RECEIPTS—*continued.*	£ s. d.	DISBURSEMENTS—*continued.*	£ s. d.	£
Brought forward ...	311,358 12 2	Brought forward	...	232,956
		By PROVISIONAL SCHOOLS—		
		Salaries and Allowances to Teachers	45,775 0 10	
		Requisites	1,352 2 11	
		Buildings	2,233 5 4	
		Schools for Aboriginals ...	161 5 0	
		Instructor of the Blind ...	133 15 0	49,655
		„ SCHOLARSHIPS AND EXHIBITIONS TO UNIVERSITIES—		
		Scholarships to Grammar Schools	1,633 16 0	
		Exhibitions to Universities	1,037 10 0	
		University Extension ...	79 14 0	
		University Extension, Special Grant for Students	100 0 0	
		Bursaries to Grammar Schools	1,080 7 1	3,931
		„ SCHOOLS OF ARTS—		
		Grants in aid	...	3,812
		„ TECHNICAL EDUCATION—		
		Brisbane North	2,861 2 2	
		„ South	478 7 10	
		„ West End ...	418 19 6	
		Allora—Victoria Institute...	20 2 0	
		Beenleigh	11 13 0	
		Bowen	103 0 5	
		Bundaberg	214 5 3	
		Cairns	4 4 0	
		Charleville	9 0 0	
		Charters Towers	941 0 9	
		Childers	18 2 6	
		Dalby	33 16 6	
		Gympie	391 7 2	
		Hughenden	10 13 0	
		Ipswich	546 19 1	
		Mackay	176 13 6	
		Maryborough	500 0 0	
		Mount Morgan	226 3 8	
		Ravenswood	232 18 0	
		Rockhampton	855 6 7	
		Sandgate	13 11 6	
		Toowoomba	552 2 1	
		Townsville	652 13 3	
		Warwick	101 0 0	9,373
		„ PHARMACY	...	179
		„ MUSEUM—		
		Salaries	985 12 1	
		Incidentals	308 7 6	
		Library	101 6 0	
		Specimens	55 1 10	1,450
		„ GRAMMAR SCHOOLS—		
		Brisbane (Boys) ...	1,000 0 0	
		„ (Girls) ...	1,000 0 0	
		Ipswich (Boys) ...	1,000 0 0	
		„ (Girls) ...	1,000 0 0	
		Toowoomba	1,000 0 0	
		Maryborough (Boys) ...	1,000 0 0	
		„ (Girls) ...	1,000 0 0	
		Rockhampton (Boys) ...	1,000 0 0	
		„ (Girls) ...	1,000 0 0	
		Townsville	1,000 0 0	10,000
				£ 311,358

J. W. C. DRANE, Accounta

Table L.

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1901-1902.

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.	£ s. d.	£ s. d.	Head of Service.	Expenditure.	Lapsed.	Forward.
DEPARTMENT—			DEPARTMENT—	£ s. d.	£ s. d.	£ s. d.
Schedule B	...	1,000 0 0	Salary of Minister	1,000 0 0		
Estimates-in-Chief	...	4,404 0 0	Salaries of Officers	4,394 18 11	9 1 1	
Ditto	1,000 0 0					
Supplementary Estimates	312 18 5					
		1,312 18 5	Contingencies	1,312 18 5		
INSPECTION—			INSPECTION—			
Estimates-in-Chief	...	6,210 0 0	Salaries of Officers	6,210 0 0		
Ditto	2,300 0 0					
Supplementary Estimates	161 15 11					
		2,461 15 11	Contingencies	2,461 15 11		
Estimates-in-Chief	...	1,050 0 0	Attendance Officers' Salaries ...	1,050 0 0		
Ditto	1,000 0 0					
Supplementary Estimates	44 14 3					
		1,044 14 3	Ditto Contingencies ...	1,044 14 3		
SCHOOLS—			SCHOOLS—			
Estimates-in-Chief	...	198,416 0 0	Salaries	194,937 10 3	3,478 9 9	
Ditto	3,500 0 0					
Transfer to "State Schools Requisites" 50 0 0						
Transfer to "Provisional Schools Requisites" 75 0 0						
	125 0 0					
		3,375 0 0	Extra Cost of Living	3,359 9 11	15 10 1	
Estimates-in-Chief	1,600 0 0					
Transfer to "Travelling Expenses"	100 0 0					
		1,500 0 0	In lieu of Residence	1,439 2 9	60 17 3	
Estimates-in-Chief 1,000 0 0						
Supplementary Estimates ... 190 4 5						
	1,190 4 5					
Transfer from "In Lieu of Residence"	100 0 0					
		1,290 4 5	Travelling Expenses	1,290 4 5		
Estimates-in-Chief	3,000 0 0					
Transfer from "Provisional Schools Requisites" 200 0 0						
Transfer from "Extra Cost of Living" 50 0 0						
	250 0 0					
		3,250 0 0	Requisites	3,250 0 0		
Estimates-in-Chief	10,600 0 0					
Supplementary Estimates	781 8 3					
		11,381 8 3	Incidentals	11,381 8 3		
Estimates-in-Chief	45,000 0 0					
Supplementary Estimates	204 16 2					
		45,204 16 2	Provisional Schools Salaries ...	45,204 16 2		

Table L—*continued.*

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1901-1902—*continued.*

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.	£ s. d.	£ s. d.	£ s. d.	Head of Service.	Expenditure. £ s. d.	Lapsed. £ s. d.	Forward. £ s. d.
SCHOOLS—*continued.*				SCHOOLS—*continued.*			
Estimates-in-Chief	1,500 0 0						
Transfer from "Extra Cost of Living"	75 0 0						
		1,575 0 0					
Transfer to "State Schools Requisites" ...		200 0 0					
			1,375 0 0	Provisional School Requisites ...	1,375 0 0		
Estimates-in-Chief		5,000 0 0					
Supplementary Estimates		188 17 8					
			5,188 17 8	Ditto Buildings ...	5,188 17 8		
Estimates-in-Chief		...	350 0 0	Schools for Aboriginals	165 6 11	184 13 1	
Ditto		...	150 0 0	Instructor of the Blind	150 0 0		
GRAMMAR SCHOOLS—				GRAMMAR SCHOOLS—			
Estimates-in-Chief		...	1,697 0 0	Scholarships	1,558 4 0	138 16 0	
Ditto		...	1,030 0 0	Bursaries	952 1 0	77 19 0	
Ditto		...	950 0 0	Exhibitions to Universities ...	950 0 0		
Ditto		...	100 0 0	University Extension	79 14 0	20 6 0	
Ditto		...	100 0 0	Ditto Special Grant for Students	100 0 0		
Ditto		...	1,000 0 0	Brisbane (Boys) Endowment ...	1,000 0 0		
Ditto		...	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		...	1,000 0 0	Ipswich (Boys) ditto ...	1,000 0 0		
Ditto		...	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		...	1,000 0 0	Toowoomba ditto ...	1,000 0 0		
Ditto		...	1,000 0 0	Maryborough (Boys) Endowment ...	1,000 0 0		
Ditto		...	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		...	1,000 0 0	Rockhampton (Boys) ditto ...	1,000 0 0		
Ditto		...	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		...	1,000 0 0	Townsville ditto ...	1,000 0 0		
SCHOOLS OF ARTS—				SCHOOLS OF ARTS—			
Estimates-in-Chief		...	4,000 0 0	Grants in Aid	3,768 8 8	231 11 4	
TECHNICAL EDUCATION—				TECHNICAL EDUCATION—			
Estimates-in-Chief		3,000 0 0					
Supplementary Estimates		716 0 8					
			3,716 0 8	Brisbane North	3,716 0 8		
Estimates-in-Chief		...	500 0 0	Ditto South	500 0 0		
Ditto		...	500 0 0	Ditto West End	500 0 0		
Ditto		...	100 0 0	Allora—Victoria Institute ...	20 2 0	79 18 0	
Ditto		...	100 0 0	Beenleigh	15 3 0	84 17 0	
Ditto		...	250 0 0	Bowen	157 14 0	92 6 0	
Ditto		...	250 0 0	Bundaberg	250 0 0		

Table L—*continued.*

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1901-1902—*continued.*

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.	£ s. d.	£ s. d.	Head of Service.	Expenditure.	Lapsed.	Forward.
TECHNICAL EDUCATION—*continued.*			TECHNICAL EDUCATION—*continued.*	£ s. d.	£ s. d.	£ s. d.
Estimates-in-Chief		250 0 0	Cairns	4 4 0	245 16 0	
Ditto		250 0 0	Charleville	9 0 0	241 0 0	
Ditto		1,250 0 0	Charters Towers	1,250 0 0		
Ditto		150 0 0	Childers	18 2 6	131 17 6	
Ditto		250 0 0	Cooktown	...	250 0 0	
Ditto		100 0 0	Dalby	38 5 1	61 14 11	
Ditto		500 0 0	Gympie	500 0 0		
Supplementary Estimates		10 13 0	Hughenden	10 13 0		
Estimates-in-Chief	500 0 0					
Supplementary Estimates	185 0 0					
		685 0 0	Ipswich	685 0 0		
Estimates-in-Chief		250 0 0	Mackay	203 10 6	46 9 6	
Ditto		500 0 0	Maryborough	500 0 0		
Ditto		250 0 0	Mount Morgan	203 12 0	46 8 0	
Ditto	250 0 0					
Transferred to Brisbane South, 1902-1903 ...	110 3 6					
		139 16 6	Normanton	...	139 16 6	
Estimates-in-Chief	250 0 0					
Supplementary Estimates	50 10 0					
		300 10 0	Ravenswood	300 10 0		
Estimates-in-Chief		1,000 0 0	Rockhampton	953 0 2	46 19 10	
Ditto		150 0 0	Roma	...	150 0 0	
Ditto		100 0 0	Sandgate	13 11 6	86 8 6	
Ditto		100 0 0	Southport	...	100 0 0	
Ditto		100 0 0	Stanthorpe	...	100 0 0	
Ditto	500 0 0					
Supplementary Estimates	157 9 3					
		657 9 3	Toowoomba	657 9 3		
Estimates-in-Chief		1,000 0 0	Townsville	997 10 0	2 10 0	
Ditto		250 0 0	Warwick	126 15 0	123 5 0	
PHARMACY COLLEGE—			PHARMACY COLLEGE—			
Estimates-in-Chief		200 0 0	Grant in Aid	200 0 0		
MUSEUM—			MUSEUM—			
Estimates-in-Chief		1,400 0 0	Salaries	1,212 10 0	187 10 0	
Ditto	440 0 0					
Supplementary Estimates	59 11 4					
		499 11 4	Incidentals	499 11 4		
Estimates-in-Chief	75 0 0					
Forward from 1900-1901	20 17 8					
		95 17 8	Library	95 17 8		
Estimates-in-Chief		75 0 0	Purchase of Specimens	71 13 10	3 6 2	
Total		£322,771 13 6	Totals	£316,334 7 0	£6,437 6 6	...

Table M.

STATEMENT of LOCAL SUBSCRIPTIONS ACCOUNT for the Year 1902.

RECEIPTS.	£ s. d.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.
To Balance from 1901 ...	2,002 13 10		By Local subscriptions returned—		
„ Contributions during 1902	1,328 15 2			£ s. d.	
„ Interest, 1st July, 1901, to 30th June, 1902	55 9 11		Eagle Farm ...	1 8 0	
		3,386 18 11	Eagle Junction	1 9 6	
			Burnside ...	39 0 0	
			Texas ...	2 0 0	
			Rockhampton	0 1 2	
			Brown's Plains	0 3 7	
			Coolabunia ...	14 0 0	
			Ingham ...	2 0 6	
			Kabra ...	25 15 0	
			Frenchman's Creek	4 0 0	
			Gin Gin ...	0 4 10	
			Pickenjennie ...	1 0 0	
					91 2 7
			„ Consolidated Revenue ...		94 8 8
			„ Queensland National Bank		60 6 4
			„ Works Department ...		1,306 19 0
					1,552 16 7
			„ Balance forward to 1903 ...		... 1,834 2 4
		£3,386 18 11			£3,386 18 11

J. W. C. DRANE, Accountant.

Table N.

STATEMENT showing the AID GRANTED by GOVERNMENT to the existing GRAMMAR SCHOOLS to the 31st DECEMBER, 1902.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31ST DECEMBER, 1901.		DURING 1902.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys)	4,000 0 0	32,021 18 3	...	1,000 0 0	*37,021 18 3
Brisbane (Girls)	4,000 0 0	21,625 0 0	...	1,000 0 0	26,625 0 0
Ipswich (Boys)	5,521 9 6	38,000 0 0	...	1,000 0 0	44,521 9 6
Ipswich (Girls)	4,000 0 0	10,000 0 0	...	1,000 0 0	15,000 0 0
Toowoomba	5,333 15 6	25,000 0 0	...	1,000 0 0	31,333 15 6
Maryborough (Boys)	4,000 0 0	20,333 6 8	...	1,000 0 0	25,333 6 8
Maryborough (Girls)	4,000 0 0	17,750 0 0	...	1,000 0 0	22,750 0 0
Rockhampton (Boys)	4,000 0 0	21,000 0 0	...	1,000 0 0	26,000 0 0
Rockhampton (Girls)	4,000 0 0	9,750 0 0	...	1,000 0 0	14,750 0 0
Townsville	5,200 0 0	13,500 0 0	...	1,000 0 0	19,700 0 0
Totals ... ... £	44,055 5 0	208,980 4 11	...	10,000 0 0	263,035 9 11

* Exclusive of amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes—viz., £4,677 0s. 1d.; total, £14,677 0s. 1d.

J. W. C. DRANE, Accountant.

Table O.

* Loans to Grammar Schools.

School.	Amount of Loan.	Amount Repaid to 31st December, 1901.	Redemption Paid during 1902.	Balance Owing on 1st January, 1903.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys)	8,000 0 0	2,681 18 6	373 11 11	4,944 9 7
Brisbane (Girls)	8,000 0 0	2,681 18 6	373 11 11	4,944 9 7
Ipswich (Boys)	2,000 0 0	1,054 9 2	110 13 7	834 17 3
Toowoomba	3,070 0 0	1,081 7 1	80 13 5	1,907 19 6
Maryborough (Boys)	3,500 0 0	1,558 19 2	172 0 8	1,769 0 2
Rockhampton (Boys)	1,669 11 6	...	26 2 5	1,643 9 1
Rockhampton (Girls)	3,000 0 0	46 18 9	95 15 1	2,857 6 2
Totals	£29,239 11 6	£9,105 11 2	£1,232 9 0	£18,901 11 4

* Being repaid by quarterly instalments of principal with interest.

J. W. C. DRANE, Accountant.

APPENDIX A.

REPORT OF THE GENERAL INSPECTOR.

General Inspector's Office,
Department of Public Instruction
Brisbane, March, 1903.

SIR,—I have the honour to submit to you my Annual Report for 1902.

My knowledge of the operations of the Department, including the work of the schools, is derived from reports and correspondence, and not from personal observation of places and people, except of such persons, teachers and others, as have called on me at my office.

Few schools were left uninspected during the year; and the omission of these from inspection was owing to circumstances that could not be easily controlled by the administration or the inspectors.

My old friend and comrade, Mr. Caine, was removed from among us by death in August, much regretted by all who held the privilege of his inner friendship. The schools in his district that he did not inspect were divided among several inspectors. To fill Mr. Caine's place as district inspector, Mr. Fox was appointed at the beginning of the current year; and I have no doubt that Mr. Fox will worthily uphold the best traditions of the inspectorate of the Department.

The discipline of the service is well preserved, though occasionally great firmness is needed to prevent selfish people from gaining an unfair advantage over their fellows or over the Department. The discipline of the schools generally suffices for working conditions; but as there are working conditions of varying degrees of excellence it is sometimes found that the discipline is not sufficient for teaching purposes. The best discipline is found—and it is found nowhere else—where the pupils have learned, or are fast learning, to listen with eager attention every time they hear their teacher speak, knowing that he never gives an unnecessary order (without apologising for it), never gives an order without something unpleasant to them happening if it is not obeyed, is not always giving orders but is often talking to them with gentlemanly ease and courtesy, expecting them to respond in like manner; and in his teaching asks them things they know, and tells them or leads them to discover things he knows (having made sure that he knows them) in a way they can understand, and things that are pleasant or profitable to remember. There is in a child as much human nature as there is in an adult. The child is quick to size up his teacher. He knows a soft weakling, and pities or contemns him. He knows when his teacher is sitting on a fence between the pupils on the one side and the parents or the Department or the public on the other; and he will keep him there till he finds out on which side it will be the more advantageous or amusing to tip him. He recognises a martinet and plagues him by petty disobediences open and palpable committed with consummate impertinence, while his impenetrable countenance shows only simple innocence and an earnest desire to please. He knows a driving bully, and hates him. To a manly man with manners and sympathy and power he opens heart and brain; and then questions of discipline do not arise: they are woven into the web of the school's daily doings. So it is with girls and their mistresses, allowance being made for femineity. So also is it in regard to the relations between head teachers and their subordinates.

Of course the kind of man I have been sketching as the best disciplinarian may be the best anything, according as his studies and his training are specialised: he may lead in the senate, the army, the navy, the pulpit, the bar, the press, the mart; and we want to specialise some of his kind into schoolmasters, if we can find them, and can pay them well enough to induce them to join.

The man I am now referring to has many of those qualities that make us say of him that he is born, not made; and so too it may be said of the schoolmaster that he is born, not made; but for all that the schoolmaster is a manufactured article, highly artificial, just as is the lawyer, the statesman, the soldier, or the financier,—forged, tempered, polished by special study and training. We try to get the right material; and, as it seems to me, we have got it to a surprisingly large extent, considering the circumstances.

The training to which we subject pupil-teachers and those who come to us untrained is the work of our schools; and there is no better training, for our purpose, within our means; nor have we any cause to blush or apologise for the result, as it is in evidence all over the State this day. The best man does very good work; the average man does middling work: it is the average man that does the bulk of the world's work; and the inferior man fails. Is it not so in all trades and professions? And has it not always been so, through all the centuries of apprenticeships and guilds, even in the closest corporations?

There passed into the ranks of classified teachers 63 teachers in 1899; 75, in 1900; 102, in 1901; and 117, in 1902,—33 of them from the provisional schools. It does not seem to me that we have greatly missed the training college that we have never had. About 95 per cent. of our teaching staff consists of persons who have received no other training than the practical work of our schools, under advice and inspection. Their reading is guided by their daily needs, and by the programme of study required to pass

the examinations for admission into the class above them; and the standard of these examinations is sufficiently high. No doubt there are teachers who do no reading that makes for general culture or professional advancement; but the number of teachers who are devoting themselves to earnest and systematic study for the higher examinations increases yearly. I see 9 teachers who have passed the examination for admission into Class I., and 29 who have passed for Class II., who are still in Class III, waiting for promotion to the higher class until they have achieved the needful experience and knowledge of their profession. The examination for admission to Class II. is approximately the exit examination of a student of the second year of training in the British training colleges; and the examination for admission to Class I, conducted by the University of Sydney, approximates to the examination for B.A of that university. Both of these examinations may be taken and generally are taken by instalments; and, at the close of the year, 376 teachers were at various stages of progress through these examinations, from just beginning to nearly finishing,—39 for Class I., and 337 for Class II. There is thus shown to be in the service a sufficiency of teachers possessed of brains, pluck, and capacity for the best work we have for them to do.

Every endeavour is made to bring forward deserving teachers for places of greater responsibility and higher emoluments, as vacancies arise; but of course there are not enough good places to go round, and the dull times of late have made the opportunities less frequent.

The way in which the work of a school is arranged is perhaps the best test of an expert schoolmaster; at least it is here that the inexperienced teacher most badly and most frequently fails. In the large schools, with a teacher to each class or draft of a class, or in schools a size smaller, with a teacher to each two drafts at least, the work is not hard to arrange, especially to the experienced and capable teachers to whom the charge of such schools is entrusted; but in the smaller schools, taught by one or two teachers, the task is more difficult; and among schools that have not more than 80 pupils must be reckoned 73 per cent. of the State schools and all the provisional schools. The teacher who can manage single-handed a school of 40 or 45 pupils, classify the pupils properly, and give to each class its proper share of his time, and to each subject its proper share of the school time and of his attention, is a passed journeyman schoolmaster. The most frequent fault of organisation that is noticed by the inspectors is the multiplication of drafts; and—such is the perversity of human nature—the weaker the teacher is in professional capacity, and consequently the less able to fly around and make ends of time meet, the more does he seem inclined or forced to scatter and waste effort over more drafts than the most experienced teacher could hope to cope with successfully.

I have written so often and at such length on most aspects of the condition of our schools, that it seems unnecessary that I should traverse the old ground, give the same advice, and dwell on the same faults as in previous years. In other parts of the report of the Department will be found the usual statistical information, with inductions drawn from it, bearing on the material condition of the schools and the attendance of pupils. The reports of the district inspectors contain much interesting matter regarding the working out of the details of school routine; and to my mind the value of these reports is enhanced fully as much by those utterances in which they differ, as by those in which they agree, the differences showing the allowable give and take of the Departmental machine, while yet it rests on a solid bed, and is well bolted together.

Regarding the quality of the instruction imparted in our best schools, there is no doubt whatever, it is of a high order of merit, judged intrinsically or comparatively; but many good schools show patches of unsatisfactory work, sometimes curiously distributed—spots on the sun as it were. If these imperfections were not discovered we should suspect that something is wrong. In the few schools not so satisfactory, these patches are more numerous and cover more territory, in inverse proportion to the capacity, the energy, and the conscience of the teacher, and his general ability to overcome diverse difficulties that are sure to meet him. In all the schools, from the provisional school upwards; in all the classes, from the babies upwards; in all the subjects that will admit of it, barely excepting figure-making and the multiplication table;—what is wanted is intelligent teaching,—to get the pupils to think and to think straight, with active interest, steady determination, and eager desire to make the most of their school time,—not to play or dawdle or sleep in school hours, and not to plague the teacher, though that must be hard to avoid sometimes and almost excusable, considering what a boy is, and who is his teacher.

In the reports of the inspectors I notice frequently failure or partial failure that leads me to express so trite a truism as that there should be careful preparation of lessons by the teacher. Curiously enough it is those teachers who are most fully informed and are the aptest and readiest, when facing a class, that know this best and need least to be reminded of it. Curiously enough, also—though I suppose there is a psychological law at the back of it—it is the teacher who is only partially full of his subject—of course partially full may mean nearly empty—and who cannot express himself with ease and precision, who is most likely to exhibit the conceit of supposing that he can teach without preparation. Teaching without preparation spells waste of school time; and the teachers and the inspectors and the administrators of the Department are greatly to blame if they permit such waste to go on, either from the cause now mentioned or from any other cause.

The talk now-a-days is of an education bearing upon the daily life. Here is the latest utterance that caught my eye in that connection: it comes from a fairly influential source and was placed where many would see it who are experts in education, as also many who are more directly interested in education than even the experts: "There never, perhaps, was a time when education was more talked about than it is just now. It would, I fancy, be very difficult to arrive at a clear understanding of what the majority of people mean by education, if one tried to inquire very curiously into it. Some think that reading, writing, and arithmetic, in a fair degree of proficiency, constitute education. Others will have classics and mathematics before they will consent to apply the term. There is a growing number of utilitarian people who think that nothing is entitled to be called education that does not help a man on in the world —to make money; while a few contend that the less education the better if you wish to succeed in a material sense, and I do think there is force in the argument. Now * * * the making of money, as long as we need money, is not a bad thing, * * * but * * * there are other interests in a man's life than debit and credit, in the ledger sense of these terms. We require some education to enable us to appreciate the beautiful in Nature and in art. We require to be taught how to be even true to ourselves, so that we may not resign our wills to every prating charlatan who comes across our path."

There is much more education possible, as well as instruction, within the limits of our programme of school work than many untkinking persons duly realise. The most is not made by any means of the admirable reading lessons,—their substance as well as their literary form—lending themselves readily to the expansion of the intellect as well as of the imagination, in a way that the mere dabbler in words does not perceive. Grammar, too, with its analytics and dialectics and mental gymnastics, must be joined with literature, in such fashion as to end in pure speech and writing, where the English will be the equivalent of Ciceronian Latin—the English of Herbert Spencer, Ruskin, Macaulay, not bush dialect, and not the vulgarities of some low-classed ephemeral publications, not snippets of parts of words and of half-expressed thoughts, eked out with pantomime

I notice from their reports that some of the inspectors are giving prominence to the need of greater attention being bestowed upon mental arithmetic. Now we all want to be able to reckon a little in our heads, without external machinery, and we want to learn short cuts in the process of doing so; but I deprecate the extension of the unassisted mental process to cumbrous problems. No matter how quick and sure a man may be in mental calculation, he will not readily trust to his head only, in working with figures in his daily life, so long as he can find a slip of paper on his desk and a stump of pencil handy.

Geography and history should be more graphically taught. The teacher who is a mere list-collector, a date-recorder, a task-hearer, should "give it up": to him these subjects are a conundrum. A man must be in a position to draw large drafts on his general reading to teach these subjects well, must be able to supplement these with generous cheques on his imagination, and must have petty cash always ready in dramatic insight, as well as loose coppers of humour. He must be elastic, and he must be supple, suiting the day and the hour, his mood and that of his class, the occasion, and the circumstances. There are many good things in text-books and books of method; but a man must be able to devise text-books and originate methods for himself; and frequently have I picked up notions from provisional school teachers proceeding by compass and blazing a track for themselves, ignorant of the surveyed road of the master of method, though it was probably not far off. Be an overlander, a surveyor, a prospector, a man seeking country, a commercial traveller, a King's messenger, a globe-trotter—whatever will illustrate the subject and illumine it. Begin at a point—Birmingham, Niagara, Calcutta, Vladivostock—where you will, so long as it has living interest—and from it work in lengthening lines and widening circles. In history, take a name, a place, a date—Palmerston, Nelson,—Waterloo, Khartoum,—1215, 1851—and build round them, and tack to them all the history you logically can. Try for things of interest and connect them in interdependence: everybody knows that it is the matters that are of interest and that are correlated that are remembered, while isolated and uninteresting events are forgotten, as they should be; and why revive them?

School life is mostly a study in grey, without much colour; but surely if there is one spot brighter than another—like the red buoy, or the conventional woman in the red shawl in the foreground, to lighten up the picture—that spot is music There is very little in the inspectors' reports on the subject. Generally, the mark for proficiency is at least fair; and it is often good; but there is seldom anything particular to say about it. We must hope, therefore, that the art is being satisfactorily cultivated in a humble and quiet way that does not call for special remark. Of course the little music learned at school is meant to have its effect on after study and after life, just as other subjects; but I think of music in school more as the brightener of the schoolwork than otherwise; and the cheery song of assembly, the song that acts as the olive in the banquet and clears the intellectual palate between lessons, and the kindly evensong at parting bulk to me more largely in the school-life than so many songs learned and so many musical ideas acquired at the stated musical lesson hour. From this point of view, perhaps, the question about the enharmonic scale in last year's Class III. music-paper should not have been allowed to pass. It seems to have been causing controversy and musical tribulation among some keen and active-minded teachers, and I might have known it would. Now it should be known that the enharmonic scale is not worth anything in its bearing on music. It is a purely accoustical problem,

beyond that it matters not what particular part of the work of the class the pupils are doing at a particular time. When pupils pass into a higher class they should take up the work of the class they enter, whatever be the half-year, and remain in it until they have done all the work in the course set down for the class in Schedule XIV. It is a pity that changes from one part of the work of a class to another part were ever reckoned as "promotions," because it confuses pupils, parents, and teachers, fosters multiplication of drafts, and entails useless book-keeping.

INSTRUCTION.—Looking over my notes of inspections, I do not think I can this year record the normal advance in the quality of the instruction generally, although the level of proficiency, slowly built up from year to year, was not materially altered. In addition to the depression that accompanies hard times, the shadow of the worst drought as yet known was over the district, and the schools were unfavourably affected, directly and indirectly.

The most gratifying feature of the year's inspection was a marked advance in the results in Arithmetic, due mainly, I believe, to the use made of the excellent "Arithmetic Cards" lately issued to the schools. Teachers are full of praise for the help they afford, and certainly the collection of examples is abundant, varied, and eminently suitable to the requirements of the "Course of Instruction." The sheets containing answers would last longer if mounted on cardboard.

In several schools I noted improvement in the penmanship, due, in part at all events, to the use of a particularly suitable series of copy-books, called the Australian Series, published by Angus and Robertson, of Sydney. In these books the writing is open, free from extravagance of any kind, and *very easy to imitate*.

English generally, including reading, recitation of poetry, spelling, grammar, and composition, gave results up to the average. Other branches showed, on the whole, no marked improvement.

Out of a total of 27 Grammar school scholarships awarded to boys from the competitive examination held in December, 1902, the schools in this district won 5. Bulimba took two, and Sherwood, Alberton, and Newtown (Ipswich), one each. The boy from Sherwood was third in order of merit.

Speaking broadly, I am able to say that the teachers are doing their best, and I have no doubt that their work will compare favourably with that of any other body of teachers under similar conditions. It is their humble, yet honourable, office to make sure that every child is thoroughly equipped with the instruments for obtaining knowledge, and that the foundation of education is well and truly laid. Some people seem to imagine that to children just entering their teens there should be given the special knowledge required by a scientific farmer, a qualified artisan, or an accomplished cook. It is a vain imagination. That is work for children over fourteen, and the place for it is the technical school. I do not think that any one can be more impressed than I am with the necessity for technical instruction in Queensland, but to bring the laboratory, the workshop, or the kitchen into the Primary school will, I think, be a costly experiment from which far more harm than good will come. All experienced and successful teachers with whom I have spoken on this matter are of the same opinion, whatever be the speculations of irresponsible theorists on the subject. But, if the mountain cannot go to Mahomet, it may be possible for Mahomet to go to the mountain, and, where technical schools having day classes exist, I think our Sixth Class pupils (about 2 per cent. of the whole) might be more profitably employed in the systematic pursuit of science or art bearing on industries. From the "Scientific Subjects" attempted in our schools, I have as yet seen little benefit. As a rule the pupils have no text-books, the lessons are few and far between, apparatus for illustration and experiment is not available, the teachers themselves are only learners, and the teaching is of the desultory, detached kind common to other object lessons. Of sound science that shall be instantly available and reliable in field, mine, or workshop, very little can be acquired in the Primary school.

SPECIAL OBSERVATIONS.

As a rule school committees in this district find little or nothing to do. Still, in protecting, preserving, and improving grounds, buildings, and furniture, most of them are quite ready to do their duty when called upon.

With one or two exceptions, I found the school records properly kept. The book most commonly defective in one way or another was the Work Book.

As regards the comparative success or non-success of the several teachers, I have already reported fully from time to time, and in this General Report have nothing to say.

I have, &c.,
JAS. PLATT,
Senior District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR KILHAM.

Toowoomba, February, 1903.

Sir,—I have the honour to submit my General Report for the year 1902.

DISTRICT.

The Darling Downs Inspectoral District may be divided into three groups of schools, viz.:—Toowoomba and vicinity, with 32 schools; Dalby and the Western Line, with 33; Pittsworth and the Southern Line, with 34. The schools in operation, or being erected, during the year were 99, viz.: 43 State, 52 Provisional, 2 Roman Catholic, and 2 Technical Colleges.

New schools were applied for at Tooth (Clifton), Mount Bismarck, Nungil (Rosalie), and Devon Park (Oakey). Boah Peak Provisional school was opened during the year. The site at Mount Bismarck was not approved, as it was too near to Quinalow Provisional school, and would reduce the attendance there by one-half. Ninety-three schools (all that were open) were inspected fully, six inquiries were held for new schools or for passing buildings, and five incidental visits were made. Gowrie Colliery Provisional school was closed in June for insufficient attendance, and the buildings at Headington Hill, Tooth, Nungil, and Devon Park were not completed.

The travelling in connection with inspection covered 2,700 miles, principally by buggy.

Inspection commenced on 3rd March and ended on 13th December. The available time for this was 217 days, of which 172 were employed in inspecting and travelling, 6 on sick leave, and the rest in reporting.

MATERIAL ORGANIZATION.

The accommodation in State schools ranges from 5 square feet of floor space to 64, or an average of 11 square feet for each pupil. It is insufficient at Oakey Creek, Bunker's Hill, Wilsonton, and Dalby; and barely sufficient at Gowrie Little Plain, Pittsworth Harlaxton, East Toowoomba, North Toowoomba (Boys), North Toowoomba (Girls), and Yarranlea. The following Provisional schools are large enough to be converted into State schools when the necessary funds are available:—

Wyreema, with an enrolment of 52 and an average attendance of 45					
Djuan	,,	48	,,	,,	32.9
Gowrie Estate	,,	44	,,	,,	39.5
Rossvale	,,	44	,,	,,	34

The South Toowoomba Girls' school building has become so dangerous by the sinking of the foundation and cracking of the walls as to be condemned by the Works Department. A new schoolroom is to be erected as soon as possible. All the other State school buildings are in very good condition. The small sum of £2 10s. 8d. was authorised by me for repairs in two schools. Furniture and apparatus are usually found in full supply: in some cases more material for instruction than was needed had been applied for, and consequently the presses were overcrowded. Several teachers have fallen into the habit of leaving reading-books and text-books on tables and shelves instead of in the presses, thus giving the room an untidy appearance. Maps are not always properly hung, and the constant rattle of rollers against the walls by the wind is a source of frequent interruption and unnecessary noise. In one or two cases the reading-books had been badly used, but generally the school property is well taken care of.

In consequence of the drought nothing could be done to beautify the grounds by tree-panting or forming gardens; in many places the tanks ran dry and drinking water had to be purchased.

State schools are well provided with lavatories and urinals, but the plans for Provisional schools make no arrangement for these necessaries. A galvanized-iron screen in front of closets should be considered as indispensable in Provisional as in State schools.

Gymnastic appliances were found in only three school grounds.

INTERNAL ORGANIZATION.

Staffs.—The total number of teachers employed is 190—viz., 97 head teachers, 49 assistants (11 males and 38 females), and 44 pupil-teachers (17 males and 27 females). Of these, 40 head teachers and 38 assistants are classified, while 57 head teachers and 11 assistants are unclassified. None of the teachers in provisional schools are classified. Including the pupil-teachers on probation as part of the staff, the average strength is 1 teacher to 31 pupils in State schools, and 1 to 20 in Provisional. Half the pupil-teachers are either on probation or in the first class of their course, and are consequently little qualified to take charge of the large drafts in the lowest part of the school, which are usually placed under their care. It is always advisable to intrust these drafts to female teachers of some experience, and hence, where an extra teacher is needed in Class 7 schools, a female assistant should be appointed in preference to a pupil-teacher. This arrangement could be effected by a slight redistribution of assistants, who are in excess in seven schools and insufficient or lacking in nine, without increasing the staff or cost of teachers in the district. It would also equalize the working of sixteen schools and prevent the necessity of assistants at large salaries being employed as pupil-teachers. The training of pupil-teachers is more properly undertaken in larger schools where the staff admits of an assistant to direct and supervise their work, occasionally relieving them by uniting classes for collective teaching, and thus giving the pupil-teacher practical illustrations of *how* to teach. Criticism lessons have not yet become general, being given in only ten out of twenty-three schools where pupil-teachers are employed. With two-thirds of the teachers in the district unclassified and untrained, some means should be adopted to render their work as efficient as possible; and if a training college cannot be established for the study of school management and the best methods of instruction, candidates for employment as teachers of Provisional schools should be required to spend more than *six weeks* on probation in a State school, where frequently they learn nothing of method, and are often unable to keep the records properly. It must not be overlooked that bush children receive no other instruction than the smattering which is picked up in our Provisional schools, that many commence their school career at an advanced age, that their school life is short, and that, therefore, we should provide the best teaching possible at a reasonable cost. Pupil-teachers who have finished their four years' course, if appointed to Provisional schools for a couple of years, would be far more efficient than outsiders, and less costly to the Department. It seems anomalous that one who has had no experience in teaching should receive £20 to £40 a year more than another who has had four years of training; yet there are 44 such teachers in this district.

Government.—Very rarely has any complaint of weak discipline to be made. In one school it was reported to be bad, and in another harsh; but generally it ranges from fair to excellent, and the moral tone is almost invariably honest and healthy. With more attention to the arrangement of presses and the proper disposal of teaching material, a saving of school time is secured which tends to keep all constantly employed and prevents many trivial breaches of school discipline.

ATTENDANCE.—The enrolment was 6,117, of which 5,342 pupils, or 87.3 per cent., were examined. The average attendance was 83.4 per cent. of the number enrolled, and regularity has again improved, as 4,113 pupils, or 67.2 per cent., attended four days out of five. In Provisional schools, the greatest irregularity is found, as will be seen from the following:—Yamsion, no pupils attended 80 per cent. of their time; Rosalie Plains, 13.7; Gowrie Mountain, 20; Nobby, 20.5; Djuan, 20.8; Mount Kent, 21; Evergreen, 25.

Schools in which the average attendance required by the Act cannot be maintained are:—Blaxland, Gowrie Mountain, Irvingdale, Mocatty's Corner, North Branch, Tipton, and Yamsion. Teachers report 101 children of school age who are not attending any school.

CLASSIFICATION.—Neglecting to take into consideration the strength of the staff is the greatest defect in classification, and the sign of a weak organizer. It is useless to form classes where there is no one to teach them, as such pupils must waste half their time in idleness waiting for their turn to be taught; yet this state of things exists in the majority of our Provisional and in too many of our State schools. Monitors are a necessary evil, which cannot be avoided in schools containing three or four classes under one teacher; but some discrimination in their use should be exercised. To find, as I have done, a First Class taught by a First Class pupil is the height of absurdity; or to find more than one monitor required in a school of less than 30 pupils displays a want of judgment on the head teacher's part, for which our lack of training is responsible. It is useless for inspectors to point out these defects to teachers, either orally or in annual reports, as has been done for many years, unless some means are taken to prevent a continuance of the evil.

The percentage of pupils in each class was:—Sixth, 2.1; Fifth, 9.5; Fourth, 15.1; Third, 19.9; Second, 24.4; First, 28.6. The average age is from one to two years above the standard, but the time spent in each class is rarely excessive.

INSTRUCTION.—Although the Schedule contains fifteen subjects to be taught, yet no fault could be found with the *quantity* of work attempted. All are anxious to cover the amount required in a given time, but many do so at the expense of thoroughness, forgetting that a little well done is of greater advantage to the pupil than a great deal attempted but only superficially learnt. In reading, for instance, the anxiety to get through a number of pages per week appears to be greater than the importance of mastering each lesson before leaving it, especially in regard to explanation and expansion of the text. It is in consequence of this hurry that intelligent comprehension of the text is so seldom found, and that reading with expression is so rarely attempted. The subject matter read, but not grasped by the mind, is not remembered after a few weeks, as is constantly evident when examining on back lessons.

The *quality* of work in all subjects averaged between fair and very fair (65.1) in Sate Schools, being very fair to good in 15 schools, fair to very fair in 16, moderate to fair in 10, and moderate in 2 schools.

The various subjects of instruction give the following average percentages:—Needlework, 81; Writing, 75; Euclid (mostly memory work), 73; Drawing, 71.6; Drill, 71.6; Home Exercises, 70.5; Geography, 68.1; Science (Agriculture), 67; Arithmetic, 66.7; History, 63.5; Music, 62.3; Reading, 60.5; Algebra, 60.5; Grammar, 58.3; Object Lessons, 58.

As will be noticed, mechanical work secures the highest results, while subjects requiring more intellectual training are not so satisfactory. Object lessons, which are of the highest importance for diffusing general knowledge, training the perceptive and conceptive faculties of the mind, and improving the teaching powers of young teachers, are greatly neglected. Criticism lessons have been given in only 10 schools, and in very few are "Notes of Lessons" required by the head teacher, so that pupil-teachers, and even assistants, not having thought out any systematic plan of conducting a lesson, usually flounder about in the most aimless manner and fail to awaken interest or to cultivate the intelligence of the pupils. This same slipshod manner of teaching is apparent also in reading, arithmetic, grammar, and geography lessons where no special preparation has been made. Even marginal notes or underlined emphatic words in the teacher's reading books are not considered necessary, although this small amount of preparation would evince some thought on the matter. Good reading and recitation were found at Plainview, Gowrie Junction, Woodview, Umbirom, Drayton, Clifton Homestead Area, and Middle Ridge. Good writing was reported in 34 schools; it is generally the best taught subject in Provisional schools, or rather, it obtains the highest results from the excessive amount of practice it receives.

Arithmetic gave very fair to good results in 14 schools, and ranged from moderate to very fair in the rest. Frequently, where slate work is good and a knowledge of the rules is understood, the results are reduced by weakness in mental arithmetic, which still receives far from sufficient attention. In several schools, defective methods of instruction were noticed in classes conducted by pupil-teachers or young assistants. Algebra and Euclid are considerably below the requirements. Teachers find that either the quantity should be reduced or that these subjects should be omitted where the necessary attention cannot be given, as is the case when no male assistant is on the staff. Much time is wasted in trying to teach Science subjects without proper appliances, but at present nothing beyond memorizing a text-book is attempted, and the time so spent could be better utilized in more intellectual work in other subjects.

It is to be regretted that the curriculum for primary as well as for secondary education cannot be more clearly defined, in order that the overlapping which takes place in State and Grammar schools might be avoided. Not only are Primary schools doing work which should properly be confined to Grammar schools, but these latter are competing with State schools by admitting young children and teaching the primary subjects which are naturally the province of the Primary school. In some Grammar schools, infant culture, by the Kindergarten system, has been held out as an inducement to parents to send their children.

Progress in State schools was reported very good in 10, good in 11, very fair in 12, fair in 4, moderate in 3, and slow in 3. As stated above, teachers are anxious to cover the amount required by the Schedule, and sometimes make promotions more rapidly than is desirable or judicious. They do this with the delusive hope of working up the laggards to the required standard, but frequently find, to their regret, that these become a constant drag on the new class by retarding the progress of the whole. It is usually in Provisional schools that these defects of classification and organization are the most noticeable.

RECORDS were reported complete and accurate in all except one State school and a few Provisional schools. The neglect to post promotions in the Admission Register is the most common fault.

SPECIAL OBSERVATIONS.—It is with great pleasure that I have again to report on the satisfactory general condition of the schools in this district. The teachers, as a body, are earnest, painstaking, industrious, and conscientious in their work, and willingly render any assistance to facilitate the work of inspection.

I have, &c.,

J. KILHAM, District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

South Brisbane, February, 1903.

SIR,—I have the honour to submit to you my General Report for the year 1902.

The district allotted to me, called "Brisbane and Gympie," included nine schools in Brisbane and suburbs, with one at Sandgate; all the schools in Gympie and its vicinity, extending to Widgee, Imbil, and Neusa Vale; the schools on or near the North Coast Railway line from Morayfield to Gympie, with those at Woodford and Hopetoun and their neighbourhoods, and all the schools in the Nanango district.

SCHOOLS.—The number of schools in my district at the end of the year was 96, and they may be classed as follows:—

State Schools for Girls only	3
,, ,, ,, Boys only	4
,, ,, ,, Infants only	3
,, School ,, Girls and Infants	1
,, Schools ,, Boys, Girls, and Infants	17
Provisional Schools	62
Roman Catholic Schools	5
Church of England School	1
Total	96

The Provisional schools at Yandina and Eumundi were superseded by the establishment of new State schools at those centres. A new State school at Jones Hill, near Gympie, and two new Provisional schools—one at Bald Knob, near Landsborough, the other at Villeneuve, near Hopetoun—were opened during the year. The Blackall Range Provisional school was shifted to a site more central than the old one. A new and substantial school building at Maleny took the place of the old, unsuitable, and dilapidated one in use there for some years. A visit of inquiry regarding an application for the establishment of a new Provisional school was made to Coolabunia West, near Nanango.

From the beginning of the year till the 20th February I was engaged in valuing examination papers and in writing my Annual Report. The work in the field begun on 20th February, and, except 3½ days spent in drafting examination papers, the rest of the year till the schools were closed for the summer holidays was wholly taken up in inspecting schools, travelling, inquiring into complaints against teachers, and into applications for the establishment of new schools, writing reports, and examining teachers and pupil-teachers in reading, drill, and class-teaching, the number being 94—for Class II., 3; for Class III., 20; for P.T. 4, 19; for P.T. 3, 13; for P.T. 2, 17; and for P.T. 1, 22—conducting the annual examination at Gympie, reporting—including a report on the Technical College at Gympie—and valuing examination papers ended my year's work.

MATERIAL ORGANIZATION.—Provision is made for an allowance of 8 square feet for each child in average attendance in most schools; in the following schools, however, even this modest accommodation is not available:—

—	Inside Floor Space.	Space for an Average of—	Actual Average Attendance.
	Square Feet.		
Taringa	1,600	200	309.3
Gympie, Central (Girls)	1,800	225	320.7
Gympie, Monkland	3,000	375	440.5
Kelvin Grove (Girls and Infants)	3,375	422	483.8
Gympie One-mile (Boys)	2,320	290	345.9
Gympie One-mile (Girls)	2,200	275	326.5
Nambour	612	76.5	96.2
Cootharaba Road	609	76	93.5
Toowong	2,548	318.5	326.5
Gympie Two-mile	630	79	80.6

Leichhardt Street (Girls) and Leichhardt Street (Boys) are short of room in their own respective schools; but, by a somewhat inconvenient arrangement, each school takes the half of a room not needed by the infant department some distance away, and not easily supervised by the head teachers of the other two departments; this infant room affords accommodation for 150 pupils, and makes up for the deficiency in the boys' and girls' schools. The lighting of some schools—especially that of Toowong—is not satisfactory. A great improvement in this connection has been effected in Gympie One-Mile (Boys) by providing skylights in the roof. The furniture and materials for instruction are generally sufficient and good in quality.

There is nothing special to report in connection with "Arbor Day" in this district, the drought being answerable, no doubt, for the small progress made: indeed, in some instances, the cultivation of flower gardens had to be abandoned for want of water, the supply from school tanks being insufficient for even ordinary requirements in not a few places. Adjoining the residence of the Toowong State school is a garden well stocked with rare flowers and shrubs of great beauty, but even here some valuable plants perished. With a struggle and much extra work, the grounds at Kelvin Grove (Boys), the three Leichhardt Street schools, Tewantin, and Kenilworth give evidence of vitality, and, in view of the circumstances, the teachers deserve commendation for their decided efforts to make their school grounds look attractive and homely, and the example thus set before their pupils must have on them an influence at once refining and elevating.

INTERNAL ORGANIZATION.—Taking the teachers of the district as a whole, they are a very respectable, zealous, upright, and industrious body of public servants, esteemed and respected by their neighbours, and enjoying the confidence and approbation of the Department.

Omitting Roman Catholic and Church of England schools, the number of teachers of all grades employed in the schools of my district was, at the date of inspection, 229, of whom 90, or 39.3 per cent., were classified; 66, or 28.8 per cent., unclassified; and 73, or 31.9 per cent. pupil-teachers. The average number of pupils to each of these teachers was 29.1—in State schools 32.1, and in Provisional schools 21.1. In 9 State schools the average number of pupils to each teacher exceeded 40, and in Provisional schools the numbers varied from 6.3 to 45.

GOVERNMENT.—I have always been quite as anxious to see *good* discipline firmly established in the schools of my district as to find the pupils proficient in the various branches of their school curriculum, and I am glad to be able to say that in this respect the schools come up to my expectations. It is a very useful training for children to be taught to take their places through a school day without noise or bustle, and to observe the self-restraint and consideration for the general interest which good discipline entails. Next to good discipline in importance may be mentioned neatness and order. The morning inspection necessitates attention to personal cleanliness and tidiness of dress, and sitting so many hours in a clean and well ordered schoolroom, day after day, a room which has been put into order by aid of the pupils themselves, produces habits which ought to last through life, and tend to give a love for order, cleanliness, and comfort at home: and teachers, even when skilful instructors, who fail to realize the great utility in school life of such matters, cannot be said to have grasped to the full extent the duties imposed on them by their noble profession.

CLASSIFICATION.—Some teachers in small schools seem unwilling or unable to keep the number of drafts within reasonable bounds, six drafts being often, and seven sometimes, found in such schools. In schools with more than one teacher the number of drafts is not often in excess. The Schedule requirements have, on the whole, been well overtaken, the average for all schools being 65.6 per cent.—State schools 68.2 per cent., and Provisional schools 63.3 per cent. In 1901, these percentages were, respectively, 64.9, 67.6, and 61.8.

The number of schools between 50 and 60 per cent. in proficiency was	16
The number of schools between 60 and 70 per cent. in proficiency was	63
The number of schools 70 per cent. or over in proficiency was	11

Including Roman Catholic and Church of England schools, the pupils examined by me during the year numbered 8,413, the enrolment and average attendance being respectively 9,870 and 7954.9, so that the number examined was 85.2 per cent. of the enrolment.

In *quantity* the attendance of the schools of my district was nearly good—79.3 per cent. of the enrolment: State schools 78.2 per cent., and Provisional schools 83.9 per cent.; and the *quality* of the attendance was nearly very fair, 69.7 per cent. of the enrolment having attended school four days out of five—State schools 69.2 per cent., and Provisional schools 71.5 per cent. This, I am pleased to note, shows that the attendance has improved in *regularity*, and the improvement is due, no doubt, to the operation of the compulsory clauses of the Education Act. The percentages for 1901 were respectively 62.3, 62.6, and 61: and for 1900, 62.1, 62.4, and 61.1 With an extension of the age limit from 12 years to 14 years, the very best years of primary school pupils' school life, still further improvement in the *quality* of the attendance must follow.

INSTRUCTION.—I am able to state that, in general, the teachers are making loyal and persevering efforts to overtake the requirements of our Schedule, but, in all its branches, to successfully do so is a herculean task that can very rarely be accomplished. My advice to all interested would be to secure, first of all, good, sound, practical results in reading, writing, arithmetic, composition, and drawing, and then with the available time left to grapple with the other subjects as prudence and common sense may dictate. With the many manuals, now within the reach of teachers, treating on the methods that should be followed in dealing with the various branches of primary school instruction, I deem it unnecessary to load this report with remarks in this connection further than to advise "to hasten slowly," and to aim at having *little* well and thoroughly done by pupils rather than *much* superficially and imperfectly attempted by them. I may add, too, that undue prominence may be given to home lessons and exercises, and that they are sometimes set without sufficient regard to the capabilities of the pupils. To give children home work they cannot accomplish gives them a dislike for school. Good teachers depend almost wholly on the work done in school, and not on that done outside of it. When home lessons are set, they should be short and easy, such as can be mastered without assistance—a repetition of what has already been learned in school, and not a breaking of new ground.

Three schools were inspected in detail a *second* time, on account of change of teachers, and second visits were made to 23 schools in order to test, in class-teaching, practical drill, and reading, teachers and pupil-teachers intending to sit for examination in December.

RECORDS.—In general, the school records are well, faithfully, and neatly kept.

One girl (Roman Catholic school, Sandgate), and one boy (Gympie, Monkland), were successful in gaining Grammar school scholarships at the annual examination held last December, and, in addition, 3 of the 6 bursaries granted to boys for the year were won by boys from the Monkland school, one of them being first on the list, and I here tender the teacher of the Monkland school my sincere congratulations on the success of his pupils.

As my connection with this district is now at an end—at least for a time—I must, in conclusion, offer all the teachers my most cordial thanks for the consideration shown by them to me while inspecting their schools, all of them evincing a kindly spirit in striving to avoid any friction or addition to my work.

I have, &c.,

D. C. MACGROARTY, District Inspector.

The Under Secretary, Education Department.

REPORT OF MR. DISTRICT INSPECTOR ROSS.

Brisbane, February, 1903.

SIR,—I have the honour to submit my Annual Report on the schools in the West Moreton District for the year 1902.

The district remained the same as for the previous year, and may be generally described as including some schools in and around Ipswich, together with those on both sides of the branch lines of Fassifern and Crow's Nest, and of the main Southern line from Ipswich to Murphy's Creek.

The year opened with 54 State schools, 43 Provisional schools, 3 Roman Catholic schools, 1 Church of England school, and a school for aboriginal children at Deebing Creek. During the year the Rockmount Provisional school remained closed, but a new State school came into operation at Lake Clarendon, and Provisional schools were opened at Burnett Creek, Rockside, and Tarampa Flat. There was, therefore, at the close of the year, 105 schools in the West Moreton District.

With the exception of two weeks' leave of absence, my time was fully occupied from the commencement of the year till the 18th of February in valuing and reporting on examination papers and in the preparation of my Annual Report. The work of inspection began on the 19th of February, and was continued till the schools closed on the 12th December, with breaks of—an additional week's leave of absence, 3 days for the preparation of examination papers, 6 visits of inquiry respecting the establishment of Provisional schools, and the inspection of new buildings, and one inquiry into complaints made by a school committee against the head teacher. Presiding at the annual examination of teachers at Ipswich and the reporting of schools just previously inspected wound up my work for the year.

The whole of the 105 schools in this district, together with three schools in the North-East Moreton District, were inspected in detail, and second visits, chiefly for the purpose of examining teachers and pupil-teachers in class-teaching, reading, and practical drill, were paid to 11 schools. Full reports of inspections, of inquiries, and of second visits to Rosewood, North and South Laidley, Warrill Creek, and Forest Hill were furnished to the Department.

Allowing 8 square feet of floor space for each child in average daily attendance, the school accommodation in this district is, in the aggregate, greatly in excess of the requirements. In a few places increase of population has led to a little overcrowding; but, generally, the accommodation provided fully meets the local necessities. The schoolhouses at Marburg and Walloon were reported as not being weatherproof. The buildings at Blantyre, Engelsburg, and Purga badly need painting. The teachers at Brassall, Crow's Nest, and Walloon complain of the leaky condition of the roofs of the residences at those places, and at Purga Creek and Rosewood of defective chimneys. In all respects the most unsatisfactory residence is at Purga Creek. It is a very old building with very small rooms, and a veranda about 3 feet wide. An entirely new building is desirable. During the year only small and urgent repairs were effected, larger matters having to stand over till the times mend. Tree-planting and flower-growing operations have been suspended, owing to the severe and prolonged drought, and many fine and promising shade trees have been killed by it. Flagstaffs, from which the Union Jack floats on certain occasions, are a common feature of the playgrounds. Unless there is a reserve supply of the latter, some teachers will have to exercise a little more discretion in unfurling the flag, or soon there will be no flag to unfurl.

The subjoined table shows the numerical strength of the teaching staff, and the classification of the teachers in State schools:—

SCHOOLS.	HEAD TEACHERS.		ASSISTANT TEACHERS.		PUPIL-TEACHERS.	
	Male.	Female.	Male.	Female.	Male.	Female.
State Schools	54	1	27	2	35	20
Provisional Schools	19	29	0	0	0	0

CLASSIFICATION OF TEACHERS IN STATE SCHOOLS.

HEAD TEACHERS.			ASSISTANT TEACHERS.		PUPIL-TEACHERS.				
Class II.	Class III.	Unclassed.	Class II.	Class III.	Class IV.	Class III.	Class II.	Class I.	On Probation.
20	33	2	1	27	4	10	19	12	10

At Roadvale the teacher is assisted by his daughter, who is unclassified.

In State schools, for the month preceding inspections, the average attendance was 3,953.4, and the number of teachers employed was 139. This gives an average attendance of 28.4 to each teacher. In two schools, in which one teacher only is employed, it rises to 41.7 and 44.5 respectively; but, generally, the staff may be regarded as sufficiently strong, both numerically and professionally, or in *quantity* and *quality*. With respect to the head teachers of this district it has frequently been a pleasing duty to report in high terms of the ability, earnestness, and zeal they bring to bear on their work, and of the great interest they take in the welfare of their schools and of the pupils committed to their charge. Amongst the assistants, both male and female, there is little that calls for adverse comment. They are generally competent to do what is required from them, and they do it diligently and faithfully, and loyally co-operate with the head teachers in all that tends to promote the interests of the schools in which they are employed. Head teachers generally reported very favourably of the diligence and attention of the pupil-teachers, both in regard to their school duties and their studies. Generally, they are of good physique, and are, with few exceptions, intelligent and thoughtful. Viewing them at work in the schools, there seems to be little cause for anxiety in regard to the future supply of efficient teachers. Occasionally head teachers have been found requiring them to take a disproportionate share of the school work or to prepare an excessive amount of home work. Generally, however, the head teachers in these respects treat their pupil-teachers judiciously, and extend to them kindness and consideration. Where such is not the case, the matter is reported to the Department.

In State schools, for the month preceding inspection, the number on roll was 4,858; the average attendance was 3,953.4, or 81.4 per cent. of the enrolment. In Provisional schools, for the same period, the enrolment was 1,445; the average attendance was 1,193.7, and the percentage of the enrolment was 82.6. In all schools, both State and Provisional, the enrolment was 6,303, and the average attendance 5,147.1, or 81.6 per cent. For the quarter preceding inspection the number on roll was, in State schools, 4,955, and the number attending 4 days out of 5 was 3,181, or 64.2 cent. The corresponding figures for Provisional schools were 1,450; 939 and 64.7, and for all schools, both State and Provisional, they were 6,405; 4,120 and 64.3. Comparing the foregoing totals with those for 1901 there is an advance all along the line. The increases are 419, or 7.1 per cent. of the enrolment, and 383.7, or 8 per cent. of the average attendance. Regarding an attendance of 4 days out of 5 as regular attendance, there is also an increase in regularity of 6.7 per cent. The improvement, therefore, in the numbers attending school and in the quality of their attendance is highly gratifying. From the returns furnished by head teachers, it appears that in 1902 there were 220 children between the ages of 6 and 15, who reside within 2 miles of a school, and whose education is wholly or partly neglected. The corresponding number for 1901 was 207. As most of these are either over 12 years of age, or reside outside the 2-mile radius—the statutory limits of compulsion—the compulsory clauses are, as far as they are concerned, inoperative.

There is much in the discipline of the schools in this district of a very satisfactory character. The pupils are usually quiet, well-behaved, and respectful in manners and bearing. It is very rarely necessary to administer reproof for inattention, talking, or copying during examination; but often it is very gratifying to observe their diligence, self-reliance, and evident over-eagerness and anxiety to acquit themselves creditably. The discipline may, therefore, be regarded as satisfactory, securing, as it does in all schools, comfortable working conditions.

At the date of inspection the enrolment, in State schools, was 4,829, and in Provisional schools 1,452.

The subjoined table shows the percentage of the enrolment in each class:—

SCHOOLS.	CLASS.					
	VI.	V.	IV.	III.	II.	I.
State Schools	1	9.5	16.8	20.6	20.9	31.2
Provisional Schools	0	6.4	15.4	20.5	22.5	35.2

The most striking feature of this table is the small percentage of the enrolment that reaches to the higher classes, and until compulsory clauses of a more exacting character are in force much increase in this direction does not seem probable.

It is among the teachers of the smaller State and Provisional schools that defective classification is found. Over minute subdivision is the prevailing characteristic. Inexperienced teachers are led into this error through a pardonable desire to push on the brighter pupils. They should, however, bear in mind the fact that it is not the "pushing on" of the few clever children, but the advancement of the school as a whole that should determine the limits of classification. No teacher single-handed can teach more than four or five classes or drafts, and the more intellectual branches will be better taught with four than with five. In the larger schools the classification is usually satisfactory, though there is less grouping of classes or drafts for collective teaching than is desirable.

In few of the schools does the average age of the pupils of a class correspond with that fixed by the standards. Usually it is from six months to a year above, though cases occur where it is two years or more above. The standards, however, are high, and are only overtaken where there is a combination of favourable circumstances—such as excellence in the teaching and general administration, and good attendance. The attempts to delay promotion at the end of a half-year in order to secure a high percentage at inspection are exceedingly rare. A common error, however, with some of the more inexperienced teachers is the practice of promoting a class or draft at the end of the half-year, although the attainments of the pupils may not warrant promotion. Obviously this is a great mistake, and one that will retard rather than expedite future progress. Pupils should be promoted from one class or draft to another only when, by examination, they have been found to be fit for promotion, thus ensuring steady, uniform, and sound progress.

At the time of inspection the number on roll was 6,281. The number present during inspection was 5,333, or 84.9 per cent. of the enrolment. The average percentage of all results was, in State schools, 65.1 per cent.; and, in Provisional schools, which are not examined in several subjects taken in the State schools, it was 66.9 per cent. The corresponding results for 1901 were 64.2 and 62.7 respectively. The increase, small as it appears, indicates very satisfactory progress.

The methods of instruction vary with the ability and experience of the teacher from the mere mechanical to the highly intellectual. While so many of the teachers are *untrained*, really good methods are hardly likely to be found in all schools. Many of them, however, bring a very creditable amount of intelligence, thoughtfulness, and originality to bear on their work. If teachers of all classes would more frequently reflect on the methods they adopt, testing them by the results of their own teaching, there are few who would not greatly benefit by such an overhauling.

It does not seem necessary to reiterate much that has so frequently been reported in regard to the sins of omission and commission in regard to reading. Many of the old-time faults remain little altered. There is less "stumbling" and "mumbling," but there is, I am inclined to think, less intelligence, expression, and emphasis, than formerly, mainly attributable to the less attention paid to the meaning of individual words and the comprehension of the subject matter of the lessons read. To read well, children must understand what they read; a fact, one would suppose, sufficiently obvious to all. Yet, beyond what is known as "hearing reading," little is attempted in too many schools, the excuse being, "there is not time." More attention should evidently be paid to *oral* spelling and dictation. The more difficult words in the reading lessons are usually spelt fairly correctly; but in the reproduction of a story read or told, in a letter, or generally in any exercise in composition, the spelling is usually very moderate; and even in the examination papers of the pupil-teachers, common and ordinary words, that should offer no difficulty to them, are often mis-spelt.

While there is little variation in the different schools in the quality of the recitation, there is great disparity in the amount of the poetry committeed to memory, and in the correctness of the repetition of it. Some teachers rigidly confine themselves to the prescribed number of lines with more or less success, but display little of either taste or judgment in the lines they select; while others, with a better appreciation of the value of storing their pupils' minds with poetry, carry their pupils, successfully, much beyond the

prescribed limits. Writing is generally well done. In a few schools it is good, and seldom falls below fair—a result rather of good discipline than careful tuition, for there is little or nothing in the copy-books to indicate anything beyond the most cursory teaching and supervision.

Arithmetic is now taught much more intelligently and systematically than formerly. In many schools a fair standard of efficiency is maintained—especially in the higher classes. The greatest difficulty with some teachers is evidently found in dealing with vulgar fractions in the Fourth Class, and with problems in the Third; and this difficulty would be greatly diminished, if not altogether overcome, by devoting more time and more careful explanation and illustration at the outset, instead of plunging at once into the working out of examples. Easy examples, worked mentally, should pave the way to slate work. Geography is not well taught; hardly any other subject of instruction receives less intelligent treatment. As at present taught, it is neither informative nor educative, though having great possibilities in both directions. Frequently all the knowledge gained is a list of names without any link of association or correlation. Much might be done to vivify those dry bones by linking with them historical, biographical, or any interesting facts from the teacher's note-book, which, once prepared, would entail little future labour to keep it abreast of the times. In the best schools map-drawing and oral teaching, so necessary to fix the relative positions of places named, are too much divorced; and the intimate relations of position, climate, production, commerce, &c., are not utilized as fully as they might be to give completeness and unity to the knowledge gained. Since the introduction of "Gardiner's History" much more interest is now taken in history by the senior classes, and fairly satisfactory work is now obtained.

In the country schools agriculture is usually taken for Object Lessons. I do not quite see what particular advantage is to be derived from teaching this subject to young children, unless it is supposed that the teachers know more about it than the men who are getting their living by it, and that it is intended to instruct the parents through the children. At a later stage, and with the demonstration that an agricultural college affords, the benefits derived from it would be incalculable; but studied from a dry text-book under a teacher, at best but imperfectly acquainted with the subject, the resultant gain is problematical.

Generally Object Lessons are much more intelligently handled than they were formerly—specimens are more frequently exhibited, and more use is made of the blackboard. A lesson given by a young female assistant was reported as "Clear, logical, and forcible, conveyed in simple direct language, and skilfully illustrated." Lessons of this description, while conveying valuable information, also develop and train the mental faculties of the pupils.

In Provisional schools and the smaller State schools grammar is fairly well taught up to, and including, the standard requirements for the Fourth Class, but beyond this the work done is of questionable value; and in the larger schools the knowledge of the pupils is often more "bookish" than practical; they can readily quote rules of syntax, but seldom are able to apply them correctly. If children were constantly required to furnish reasons for the answers they give the practical and educational value of the teaching in this subject would be greatly enhanced. Algebra was examined in 27 schools and Euclid in 24, with an average result in the former of 50.3 per cent. and in the latter of 49.1 per cent. They are best taught in the Tarampa, Ashwell, Ipswich North (Boys), Rosewood, Crow's Nest, Tallegalla, and Helidon schools, and in these the results varied from fair to good—60 per cent. to 80 per cent.

There are school committees on whom their responsibilities sit very lightly. They rarely visit the school, seldom hold a meeting, or appear to take any interest in the school. In many places, however, they are very helpful as a buffer between the teacher and an irate parent, and in raising funds for the carrying out of any necessary improvements; and this is probably all that can reasonably be expected from them. In only one instance during the year was there any friction between the committee and the head teacher that called for departmental intervention, and this arose mainly out of a misunderstanding. Generally speaking, the relations between them are of a helpful and friendly character. Frequently I have heard members of committees expressing themselves as highly pleased with the good work their teachers are doing, and apprehensive lest by transfer they should lose them.

The records are usually found to be accurate and fully posted. Slight errors are sometimes found in the summation of the daily attendance, and promotions are not always posted to the Admission Register, but the instances in which either occurs are not numerous. In many schools the record books are well preserved, and the entries in them are neat and careful, but too frequently they appear to have been roughly handled and slovenly kept.

The schools noteworthy for the success of their teaching, the general excellence of the management, and the rapid and sound progress, are—(*a*) State schools: Tarampa, Tallegalla, Gatton, Templin, Rosevale, Alfred Minden, Marburg, Tent Hill Upper, Ipswich North (Boys), Milora, and Blantyre. (*b*) Provisional schools: Carney's Creek, Coochin Lower, Ravensbourne, Mount Sylvia, Mount Campbell, College View, Mount Berryman, Grantham Scrub, Obum Obum, and Teviotville Railway Station.

I have, &c.,

R. NEWCOMBE ROSS, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, March, 1903.

SIR, I have the honour to submit, as under, my General Report for the year 1902.

DISTRICT.

The Metropolitan District, again assigned to me for inspection, included, as in the previous year, 28 State and 8 Denominational schools.

Though the number of schools was small, the enrolment aggregated no fewer than 16,017 pupils, averaging nearly 445 pupils to each school; and, as a matter of fact, in 1901 the work proved too heavy, relief being afforded by temporarily allotting six of the schools to other inspectors. In the year under review, however, no assistance was available, and while the inspection of all the schools was accomplished, the task entailed an unusually severe strain, and was only rendered possible by omitting certain subjects, holding over for a time some reports of inspection, and postponing till the schools reassembled after the Summer Vacation the awarding of marks in Class-teaching, Drill, and Reading to the members of the school staffs sitting for examination towards the close of the year.

The total number of pupils examined was 13,768, of whom 12,443 were in State and 1,325 in Denominational schools. The work of the year further comprised the furnishing of reports on the Brisbane, South Brisbane, and West End Technical Colleges (inspected late in 1901), the valuation of papers written at the annual examination of teachers and pupil-teachers held in 1901, the preparation of a set of questions for use at that held in 1902, and supervising at the latter examination, these duties occupying altogether about eleven weeks. My leave of absence amounted to thirteen days.

The Denominational schools are not again referred to in this Report, the figures and remarks hereinafter given applying to the State schools only.

MATERIAL ORGANIZATION.

The accommodation is insufficient at about a third of the schools inspected, viz.:—Woolloongabba (B.), Woolloongabba (G. and I.), East Brisbane, West End (B.), Petrie Terrace (G. and I.), Bowen Bridge Road, Eagle Junction, Brisbane Central (B.), and New Farm, the deficiency being in some cases very marked. At Dunellan and Ithaca Creek extensive additions have been made since my visit in 1900, and work is now carried on with much greater comfort than formerly.

The school buildings are generally in a satisfactory condition: but nothing has yet been done towards renovating those at Breakfast Creek, though they are badly in need of attention. Repairs and improvements of some magnitude were found to be required at the Central schools, and have recently been effected. With very few exceptions, commendable care is bestowed on the neatness and cleanliness of the premises.

During the course of inspection the necessity for a number, not very large, of minor improvements came under my notice, among the more important being better lavatory arrangements at Woolloongabba (B.) and West End (B.), in addition to increased closet accommodation at the latter.

While the climatic conditions have been such as to discourage attempts at tree-planting and flower-growing in the school grounds, the obstacles have been successfully contended against in some instances, notably at Woolloongabba (B.) and Brisbane East. At Milton, where the small size of the grounds constituted a serious defect, an additional area of about three-quarters of an acre has, I am informed, been secured.

INTERNAL ORGANIZATION.

STAFFS. The total number of teachers and pupil-teachers employed at the time of inspection was 329, their status being as shown hereunder:—

Status	Males.	Females.	Total.
Head Teachers.			
Class I.	7	1	8
" II. ...	10	6	16
" III. ...	0	4	4
Total ...	17	11	28
Assistant Teachers.			
Class I. ...	1	0	1
" II. ...	11	6	17
" III.	54	100	154
Unclassified ...	1	3	4
Total ...	67	109	176
Pupil-teachers.			
Pupil-teachers, 4 ...	19	19	38
" 3 ...	18	4	22
" 2 ...	14	18	32
" 1 ...	13	5	18
" 0 ...	9	6	15
Total ...	73	52	125

The average number of pupils to each member of the staffs based on the daily attendance during the month before inspection was 48 in the year before last, 47 last year, and 45 this year. Numerically, therefore, the schools have been relieved to some extent of the excess of pupils taught by pupil-teachers the number of pupils to each teacher of all grades being 45 for the district generally, which is a reduction of about 5 per cent.

The foregoing table shows that the number of males and females employed is nearly equal, the former being slightly greater than the latter. Of the pupil-teachers 54 per cent. are females, but that proportion includes nearly 80 per cent. of the whole. Of these a fair and increasing number are

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Among the pupil-teachers there is much very bright and capable material; some, it is true, are better teachers than students, while of others the contrary holds good; but there are only a few who fail to show at least fair promise. In connection with the training of pupil-teachers, it is still not quite unnecessary to remark on the importance of "Criticism Lessons" being regularly and systematically given.

ATTENDANCE.—The number of pupils examined represented 87.4 per cent. of the number on roll at the time of inspection. The total enrolment at the end of the month before inspection was 14,410, and the average daily attendance during the same period 12,154.4, equal to 84.3 per cent., the corresponding percentage for the previous year being 81.8. Out of 14,763 pupils enrolled during the quarter before inspection, 10,103 attended at least four-fifths of their school time; the regular attenders thus amounting to 68.4 per cent. of the whole, as against 64.7 per cent. in 1901. The attendance may, therefore, be described as above good in quantity, and very fair in quality, and in both respects shows a gratifying improvement in comparison with that of the previous year.

CLASSIFICATION.—Owing to the different conditions, the schools of this district are free from those obstacles in the way of accurate and suitable grading of the pupils to which many country schools are subject, and the classification as a whole is very satisfactory. Promotions have been regularly made at the proper intervals, and in the few instances where the class-times of individual scholars appeared to be unduly lengthy, a satisfactory explanation was almost invariably forthcoming.

Of the pupils on roll at inspection, 743 (equal to 5.2 per cent.) were in Class VI.; 1,440 (10.1 per cent.) in Class V.; 2,214 (15.5 per cent.) in Class IV.; 2,831 (19.9 per cent.) in Class III.; 3,089 (21.7 per cent.) in Class II.; and 3,926 (27.6 per cent.) in Class I. For the purpose of comparison, it may be stated that, in the previous year, Class VI. included 5.2 per cent. of the enrolment; Class V., 10.8 per cent.; Class IV., 15.1 per cent.; Class III., 19.5 per cent.; Class II., 22 per cent.; and Class I., 27.2 per cent.

I may remark that of the 3,926 pupils in Class I., only 702, or not quite 18 per cent., were enrolled in infant schools, while in schools for boys only, and for girls only, there were 473 children doing infant school work.

RECORDS.—In nearly all the schools the records were neat, accurate, and complete, and gave evidence of commendable care. Several teachers, however, have found difficulty in marking the attendance under the requirements of Regulations 115 and 116, and General Instructions 96, 97, and 99, and have applied to me for advice, which I have been unable to give them, as I do not myself understand clearly the clauses mentioned; some authoritative directions on the matter appear to be very much needed.

SCHOOL COMMITTEES.—As far as my knowledge extends the school committees do all in their power to further the interests of the schools with which they are connected; but it is to be regretted that the deadlock which has for a considerable time existed between them and the Department, in regard to the question of local contributions, has been the means of retarding the carrying out of several desirable improvements.

GOVERNMENT.—From the behaviour of the children under inspection, and such observation as was possible of their conduct generally, I am able to speak in very favourable terms of the results, and inferentially of the character, of the government that obtains in most schools of the district. There is every reason to believe that the great majority of teachers do their very best to fulfil the important duties enjoined upon them, viz.:—"To impress on their pupils the principles of morality, truth, and justice; to encourage, and, if necessary, enforce personal neatness and cleanliness; and to train the children to habits of modest, orderly, and polite behaviour." A further duty, however, that of "instructing the children in the principles of government, in patriotism, and in the privileges and duties of citizenship," seems to receive but scanty attention.

INSTRUCTION.—The *quantity* of work done was highly satisfactory, the requirements of Schedules V. and VI. (Regulations of 1897) having been in nearly all cases fully met. That this has been no light task will be obvious to anyone familiar with those schedules, which, in my opinion, have now attained a stage—if, indeed, it has not been already exceeded—where greater width is not to be secured without a proportionate loss of depth. In this connection, the following extract from the "American Journal of Education" seems worthy of reproduction:—"No particular branch of reputable information or mental activity can be branded as useless or pernicious. But the child mind cannot cover the whole field of human knowledge and action. Concentration of thought and purpose and energy is the first essential of education, and the power of such concentration is its grandest result. 'By concentrating a small stream of water upon his work,' says some one, 'the hydraulic miner is enabled to move mountains, but the expanded curriculum of many schools suggests such a miner with a sprayer screwed on the end of the nozzle.'"

The *quality* of the work was generally creditable, the average proficiency over the whole course of instruction ranging between moderate and fair in 6 schools, from fair to very fair in 19 schools, and exceeding very fair in 3 schools. Compared with the preceding year, the number of schools failing to show at least fair proficiency decreased from nearly one-third to but little over one-fifth of the whole, indicating a very gratifying measure of improvement.

The following percentages show the degree of success with which the various subjects of instruction were attempted:—Home exercises, 71.5; music, 70.9; needlework, 69.9; drill, 67.4; writing, 66.4; reading, 65.9; drawing, 61.8; arithmetic, 60; geography, 59.9; science and object lessons, 59.4; grammar, 58; algebra, 57; history, 55.5; and Euclid, 48.6.

Speaking in general terms, it may be said that in all the subjects of instruction the standard reached in the previous year has been maintained or exceeded. Arithmetic, as a whole, continues to advance, the pupils displaying a more thorough grasp of principles and more accurate mechanical work. Mental Arithmetic, however, is in most cases poorly done, and the failure appears to be largely the outcome of defective methods; efforts are mistakenly made to apply to mental calculations processes proper enough in slate arithmetic, but quite out of place in this particular direction; as if, for example, a child, required to find mentally the cost of 24 articles at 19s. 11d. each, were taught to do so by taking aliquot parts—10s. the half of £1, 5s. the half of 10s., and so on—instead of being shown that the answer was readily obtainable by taking 24 pence from £24. This case is, of course, a suppositious and extreme one, but errors of a similar tendency were frequently met with. Grammar is treated more intelligently than formerly, with corresponding gain in its usefulness as a means of mental training, and in Composition some improvement has been secured, though much still remains to be done. Writing gives surprisingly good results, considering the drawbacks in the shape of the many diverse styles adopted, and, in the senior classes, the little time that can usually be spared to the subject. As indicated by the percentages above given, Algebra is pretty fairly rendered, but in Euclid the proficiency does not quite reach moderate; where two hours a week have to be devoted to Needlework, it is peculiarly difficult to find sufficient time for teaching Mathematics, and in the seven schools for girls and for girls and infants, the marks in Euclid averaged only 31 per cent. It is to be noted that in both Euclid and Algebra, no less than in the other subjects of instruction, the full Schedule requirements have been insisted upon.

GRAMMAR SCHOOL SCHOLARSHIPS.—Of 36 scholarships competed for at the last annual examination, 17 were awarded to pupils of this district, the Brisbane Central (Boys) school gaining 8, the Brisbane South (Girls and Infants) school 2, and the Kangaroo Point (Boys), Brisbane South (Boys), Petrie Terrace (Boys), Dunellan, Eagle Junction, Brisbane East, and New Farm schools, 1 each.

I have, &c.,

A. S. KENNEDY, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Ipswich, April, 1903.

SIR,—I have the honour to submit my General Report for the year 1902.

The district assigned to me last year, called the Maryborough District, differed very little from that of the previous year. It comprised the schools along the North Coast Railway, from Curra to Howard, along the branch railways to Kilkivan and Degilbo, and thence to Gayndah, and those in and around Maryborough.

The changes were few. Provisional schools were established at Boonara, to take the place of the half-time schools at Margoo and Underban; at Goomboorian Scrub, near Gympie; and at Mount Apallon, near Degilbo. The Provisional schools at Double Island Point, Oakview, Mount View, and Sandy Cape were closed during the year, but the last three were reopened later on. Of these four schools, Oakview only was inspected.

The number of schools open during the year was 65, of which 62 were inspected. No school received a second inspection, for, from the middle of September to the end of November, my time was fully occupied in the inspection of 25 schools in the North-East Moreton District. The total number of schools inspected was, therefore, 87, consisting of 22 State schools, 38 Provisional schools, and 2 Roman Catholic schools in the Maryborough District; and 22 State schools and 3 Provisional schools in the North-East Moreton District. I also inspected and reported on the Maryborough Technical College.

MATERIAL ORGANIZATION.

The State school buildings and furniture are generally in good condition, and most of the Provisional schools may be similarly described. The following Provisional schools appear large enough to be converted into State schools:—Munna Creek, which approaches 40 in average attendance; Byrnestown, Curra, Dundowran, and Gundiah, each with about 35; Gunalda and Mungore Creek, with over 30. Insufficient accommodation exists at the Albert school, at Gayndah, Goodna, and Tinana; and it is limited at Bald Hills, Downfall Creek, Nundah, and Stafford.

The shingled roofs of some of the older buildings are fast decaying, and are not weatherproof; more or less serious leakages are found at the Albert school, at Deep Creek, Glamorgan Vale, and Pinkenba. There are schools which have about reached low-water mark in the matter of painting. The Gayndah residence and schoolroom need a general overhaul, and the like is needed at the Esk residence. The water supply at the Maryborough Central schools is bad, and worn-out tanks are occasionally met with. The fences are in bad condition at Goodna and Nundah. New closets are needed at Deep Creek, and repairs of various kinds to the outbuildings at seven other State schools.

Most of the foregoing requirements have been reported on before, and are becoming matters of urgency.

The very dry weather put a stop to improvements in the school grounds and teachers' gardens. Except at some of the Maryborough schools, and at one or two others, no gardens exist worthy the name. Useful shade trees are found at the Maryborough schools, at Howard, Kilkivan, and Tiaro, but at very few other schools.

The supply of school furniture and apparatus is generally sufficient; where otherwise, it has in some cases arisen through the opposition of the school committees to raise the local contribution.

INTERNAL ORGANIZATION.

The number of teachers employed in the schools of the Maryborough District, and their classification, are shown in the following tables:—

SCHOOLS.	HEAD TEACHERS.		ASSISTANT TEACHERS.		PUPIL-TEACHERS.	
	Male.	Female.	Male.	Female.	Male.	Female.
State Schools	20	2	11	25	13	23
Provisional Schools	13	25	0	0	0	0

CLASSIFICATION OF TEACHERS.

HEAD TEACHERS.				ASSISTANT TEACHERS.		PUPIL-TEACHERS.				
Class I.	Class II.	Class III.	Unclassified.	Class II.	Class III.	Class IV.	Class III.	Class II.	Class I.	On Probation
1	13	7	39	4	32	10	7	11	6	2

The unclassified teachers consist of 38 Provisional school teachers, and of one in charge of an unclassified State school.

From the above figures it will be seen that in State schools the number of assistant teachers was exactly equal to that of pupil-teachers; but the number of female assistants and pupil-teachers was double that of males.

The average attendance in State schools for the month preceding inspection was 3,275, and the number of teachers of all classes was 94; so that the average number of pupils per teacher was nearly 35. It reached 43 at the Maryborough Central (Girls), but the staff was composed wholly of classified teachers, and a pupil-teacher has since been appointed; it also reached over 40 at the Albert school, but 13 out of the 18 teachers on the staff were classified teachers. At 9 schools, where the average attendance was over 150, the number of pupils per teacher was 38, but the staff at each consisted chiefly of classified teachers. The State schools in this district, therefore, may be considered as adequately staffed, intellectually and numerically.

The teachers as a body continue to discharge their duties faithfully and zealously. The pupil-teachers are better looked after in school, being chiefly under the immediate supervision of the head teacher and the more experienced assistants. There is one matter in connection with the training of pupil-teachers which deserves more than a passing notice. There has been a growing tendency during the past few years to advertise schools by means of high examination marks. Pupil-teachers can obtain exceptionally high results in exceptional ways only: such as—easy examination papers, possession of more than the average brilliancy

and over-pressure. Teachers generally will not agree to the first, and few will agree that the average pupil-teacher is exceptionally intelligent; the conclusion, therefore, is that high marks are chiefly the result of pressure in the shape of excessive home tasks and study. Why should the pupil-teacher's life be made a burden to him because certain head teachers wish to get or maintain the lead in the district? or, why should his health be endangered to satisfy ambition? Excessive study at night, and successful teaching during the day cannot well run together. To my mind, the maintenance of sound health and good results in school, even if only fairly creditable marks are obtained at examination, are of more service to the State than the obtaining high examination marks, but indifferent teaching results. It is just possible, however, that, in some cases, it is the conceited pupil-teacher himself who, wishing to exult over his fellows, advertises his own exceptional success; where this occurs, head teachers should know how to deal with it.

The enrolment in State schools for the month preceding inspection was 3,681, and the average attendance was 3,275, or 88.9 per cent. of the enrolment. In Provisional schools the enrolment for the same period was 909, and the average attendance was 766.7, or 84.3 of the enrolment. For the quarter preceding inspection the enrolment in State schools was 3,720, and the number who attended 80 per cent. of the days on which the schools were open was 2,957, or 79.5 of the enrolment. In Provisional schools the corresponding figures were:—Enrolment, 939; attended, 80 per cent., 670; quality of the attendance, 71.3 per cent. The following table shows the great improvement that has taken place in the quality of the attendance:—

1900—State Schools	70.5	Provisional Schools	57.6
1901 ditto	72 8	ditto	51.5
1902 ditto	79.5	ditto	71.3

The number of pupils enrolled at inspection in State schools was 3,571, of whom 3,281, or 91.8 per cent., were examined. In Provisional schools 923 were enrolled, of whom 785, or 85 per cent., were examined.

In the State schools examined by me in the North-East Moreton District, the figures were not so good, as is shown by the following comparison:—

	Maryborough District.	North-East Moreton District.
Number of State Schools	22	22
Quality of the Attendance	79.5	68.3
Percentage at Inspection	91.8	88.6

The classification at inspection last year compares very favourably with that of schools generally at the close of 1901:—

SCHOOLS.	PERCENTAGE OF ENROLMENT.		
	VI. and V. Classes.	IV. and III. Classes.	II. and I. Classes.
Maryborough District at Inspection in 1902	14.5	39.3	46.1
Schools generally at the close of 1901	11.5	34.8	53.6

The average ages of the pupils in the several classes were:—Sixth Class, 14.4 years; Fifth Class, 13.3 years; Fourth Class, 11.8 years; Third Class, 10.4 years; Second Class, 8.9 years; and First Class, 6.8 years. These figures are slightly higher in the First, Second, Third, and Fifth Classes than the general average for the previous year, but are lower in the Fourth and Sixth Classes.

If all children were enrolled at 5 years of age, in accordance with Regulation 124, and were promoted into a higher class in accordance with Schedule XIV., they would leave the First Class at 7 years, the Second Class at 8.5 years, the Third Class at 10 years, the Fourth Class at 11.5 years, the Fifth Class at 13 years, and the Sixth Class at 14.5 years. Many children, however, are not admitted at 5 years of age, and sickness and other reasonable causes prevent regular promotion, so that it has been found impossible, so far, to cover Schedule work within the prescribed limits. The approach to it seems to me to be not only reasonable but commendable.

In Provisional schools, and in the smaller State schools, where one teacher only is employed, it is often difficult to so grade the pupils that the number of drafts is workable. Many of the teachers succeed very well, and by judicious grouping so reduce the number of drafts that the school is within their grasp. A few shape badly in this direction, and the inspector at his annual visit not only has to advise in the matter of grouping, but sometimes has to rearrange the school. Out of 38 Provisional schools 19, or 50 per cent. had 4 or 5 drafts, and were, therefore, fairly workable; 15 had 6 drafts, 2 had 7, and 2 had 8.

The average percentage of results reached 72 in State schools, and 68.4 in Provisional schools. The percentages were very even in the several classes in the State schools, being:—Fifth Class, 70.9 per cent; Fourth Class, 71.6 per cent.; Third Class, 72.4 per cent.; Second Class, 71.5 per cent.; and First Class, 70.8 per cent. The Fifth and Sixth Classes were often combined, and were generally examined as a Fifth Class; yet, although so assisted, this class was not so good as the others.

The following schools reached results which were highly creditable: State—Tinana, 78.7 per cent.; Albert, 77.6; Howard, 76.2; Maryborough Central (Infants), 75. Provisional—Deborah, 75.8 per cent.; Dallarnil, 75.7; Gootchie, 75.4; and Teebar East, 75. The greatest increase in results occurred at Mungar, Sunbury, and Yengarie State schools; and at Anderleigh, Byrnestown, Degilbo, Kanighan, Miva, and Mount Bopple Provisional schools.

With the exception of Euclid and Algebra, there is nothing particular to mention regarding the various branches of instruction but what has been said in previous years. Regarding the extra subjects, I made the following remark last year:—"The work done in this district may be taken, I dare say, as a fair test of what is done in other districts." I find this to be the case in the North-East Moreton State schools which I inspected. The amount covered last year in both subjects was about the same as was covered in the previous year; it was slightly higher in the Sixth Class, but was slightly lower in the Fifth. Examining on the amount covered, the results in the Sixth Class were:—Algebra, very fair; Euclid, very fair; and in the Fifth Class:—Algebra, moderate; and Euclid, fair. Very fair results would be obtained in most schools if Algebra ended at the simple rules (Exercise 69) in the Fifth Class, and at factors (Exercise 95) in the Sixth; and in Euclid at Proposition 15 in the Fifth Class, and at Proposition 26 in the Sixth. More than this quantity cannot be successfully attempted in the average State school without more time being devoted to these subjects than their importance warrants.

The district presented a fair number of candidates for State scholarships, but none were successful.

I have, &c.,

GEORGE HARRAP, District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR CANNY.

Bundaberg, February, 1903.

SIR,—I have the honour to forward to you the following General Report of the schools in this district for the year 1902.

After a lengthened period of work in the Rockhampton centre, I was transferred at the beginning of the year to the Bundaberg District. This district includes some schools close to Rockhampton. Thence it extends south to, and includes, the schools in the Isis Scrub. Westward, it extends to Cania, Banana, and Camboon. The number of schools in operation during the year was 86. All of these schools were duly inspected in detail, while second visits of inspection were paid to 21 schools. Owing to change of head teacher, or for other causes, second detailed inspections were held at the following schools:—Bundaberg North, Gladstone, Fairymead, Gooburrum, Moorlands, and Isis North.

MATERIAL CONDITIONS.

Generally speaking, ample and suitable accommodation for the pupils is provided throughout the district. Overcrowding still exists at the schools at Milsted, Parson's Point, Monal, Fairymead, Targinnie, and Bundaberg North. The worst case of overcrowding is at Milsted, where, owing to the very limited accommodation, it is almost impossible either for the teacher to work or for the pupils to learn. At Gin Gin additional room has been provided. Inquiries were held as to the establishment of Provisional schools at Baffle Creek and Targinnie Gold Field. In both instances the Minister's approval was obtained.

INTERNAL ORGANIZATION.

STAFFS.—The number of teachers of all grades employed in the schools of this district was 117. Of the energy and industry of these teachers generally I have to report in terms of praise; not so, however, as regards their work from an intellectual standpoint. In only a very few schools was evidence shown that the teachers themselves were intellectually bent, or that their teaching showed more than the dry-as-dust "cram" of mechanical routine. Under the heading of "Instruction," I shall endeavour to point out in what directions the greatest faults are to be found. During the year three teachers were dismissed for incompetence, and one teacher was compelled to resign on account of intemperate habits. Memorandums of a more or less severe nature were sent to ten other teachers, consequent upon the reports of the inspection of their schools. During the year the Department lost a faithful servant and a competent teacher in the death of Mr. John B. Grayson, late head teacher of the school at North Bundaberg. Mr. Grayson was much esteemed by his fellow-teachers, and was highly respected by the citizens of Bundaberg.

INSTRUCTION.—The results in the various subjects differed much in degree, from the bad work found in some of the worst schools to the highly satisfactory work found in the schools at Bundaberg South and Bundaberg North. Amongst the subjects of instruction, reading, as the key of knowledge, holds the pre-eminent place. But few teachers seem to realise this. The results of my examination in reading show that the work in this branch is generally inferior. I cannot say that reading is satisfactorily taught in any school in this district, excepting only in the little Provisional school at Isis Central Mill. Here I found decidedly good work in the reading of all classes, from the clear and correct pronunciation of words in the Lower First Class to the intelligent and tasteful reading in the Fifth Class. Here I would remark that it is as surprising as it is edifying to find how much truly educative work is being done by teachers in the humbler spheres of our service. In the Provisional school, as in the small State school, the teacher is not expected to cover the full requirements of the schedule, and hence he is in a position to show his capacity for doing good work in the essential branches. Teachers complain that they have so many matters to work up that they cannot give the necessary time to the teaching of reading. But I have reason to know that the time set apart for the teaching of reading is not often properly utilised; that pupils are allowed to read any way, provided they pronounce the words correctly; and that little attention is paid to the proper grouping of the words and to correct emphasis. I hold firmly to the view that if pupils leave school with the power to read with taste—and to understand what they read—they thereby possess an important education in itself. In comprehension, as in reading, there is much room for improvement. As a help in composition, and as an intellectual factor in education, the importance of pupils being trained to understand what they read cannot be over-rated. The average results in arithmetic ranged from indifferent to fair, and reached a high standard in the school at Bundaberg South. In this school, I found the mathematical work to rank high amongst the best schools of my experience. The chief cause of failure in arithmetic arises from the too free use of the test-cards supplied by the Department. These cards, excellent in arrangement as they undoubtedly are, should not exclude the treatment of exercises from other sources. The cards are intended merely to indicate to teachers the style and character of the work expected in the various classes. The sums which I gave were not taken from the cards, but they were on similar lines to the work in the cards, and were much easier in character. Yet, in but few schools did the work reach higher than 40 per cent. English composition is not strong in any school, and is decidedly bad in most. The time allotted is generally half-an-hour in the week -far too little, if teachers would only consider the importance of the subject. There is too little variety in the composition exercises, and these are not, as they should be, carefully read over aloud in the presence of the class, the good points dwelt upon, and the faults pointed out and corrected. Here, as in reading, teachers complain that time does not allow for lessons such as the above. Certainly, it cannot be done in a weekly half-an-hour's lesson; but if teachers consider the best interests of their pupils, time will be found, even at the cost of the partial or total exclusion of some minor branch. The existence of school libraries would be a powerful aid in the work of composition, but the best means for obtaining efficient work in the subject lies in the intelligent treatment of the reading lesson. Among the subjects of secondary importance, history holds a foremost place, as a means of enlarging the ideas, of improving the judgment, and of cultivating the imagination. In no school in this district does the subject of history, as now taught, make even moderate approach to these ideals. The fault, as I have frequently tried to show in former reports, lies in the vicious method of task-hearing and in want of proper knowledge of the subject on the part of teachers. It is in no sense necessary, or even desirable, that pupils should be "crammed" with the many comparatively unimportant events connected with any special period of history. But it is essential that the leading landmarks should be known, with a fairly full knowledge of their attendant circumstances. For instance, when dealing with the Stuart period of English history, it was difficult to get pupils, who were confined for the time being to the study of many unimportant events concerning the reign of Queen Anne, to remember such an event as the Civil War, or that there lived such men as Cromwell, Pym, and Hampden. Again, in examining on the early Hanoverian period, flippant answers were given about the tax on matches, yet few and unsatisfactory were the answers given to such questions as the victories of Clive and Wolfe, by which were laid the foundations of our Indian and Canadian dominions, to the downfall of corrupt government under Walpole, and to the rise of pure government under the elder Pitt. Is it too much to expect that our teachers shall possess fair acquaintance with the [illegible]

REPORT OF MR. DISTRICT INSPECTOR GRIPP.

Taringa, February, 1903.

I have the honour to submit my General Report for the year 1902.

DISTRICT.

The Southern District, as modified at the begining of the year by the exclusion of Roma and the [illegible] vicinity, embraced all the schools situated on the Darling Downs south of a line drawn from [illegible] through Clifton Colliery to Turallin, as well as those on and near the Western Railway from Chinchilla to Toowoomba. The number of schools in operation during the year was 88, of which 39 were State, [illegible] and 2 half-time Provisional, and 2 Roman Catholic schools.

During the year four new Provisional schools were opened, situated, respectively, at Riversdale, Chinchilla; Bony Mountain, near Pratten; Talgai West, near Hendon; and Pikedale, near Stanthorpe, [illegible] superseding a half-time school. A fifth one, at Rocky Creek, near Millmerran, was ready for [illegible] before the close of the year, but this function had to be postponed owing to the local conditions [illegible] very unfavourable for the regular attendance of the children, as, owing to the drought, the majority [illegible] to assist their parents in attempting to save the lives of their stock.

Had it not been for the crippled financial condition of the State more schools might have been established, as applications were received from five other localities, viz.:—Canning Hill, near Warwick; [illegible]mouth, near Chinchilla; Broadwater, near Stanthorpe; Tannymorel West, near Killarney; and Wood[illegible], near Inglewood, all of which were visited and their claims thoroughly investigated and reported on.

Apportionment of Time, Etc.—The early part of the year was occupied in valuing examination papers, writing my Annual Report for 1901, and in three weeks' leave of absence. On 26th February I went into the field, and from that time continued my inspectoral work without interruption until the end of the school year. During that period I inspected fully all the schools in my district, and also the State schools at Moggill and Warner, and the Provisional schools at Branch Creek, Ferndale, and Redcliffe, which were on the list of the late Mr. Caine. The technical colleges at Allora and Warwick were also inspected, and, owing to a change of head teacher, the Killarney State school was inspected in detail a second time. Miscellaneous other duties comprised the inspection of two new Provisional school buildings, the holding of six inquiries in connection with the proposed establishment of Provisional schools, and writing reports, after investigation, on four minor matters. The time from the closing of the schools for the long vacation until the end of the year was taken up with work connected with the annual examination of teachers.

The total number of children examined by me was 4,299. Of these, 4,161 belonged to my district—3,002 being in State, 831 in Provisional, and 328 in Roman Catholic schools—while 138 belonged to Mr. Caine's district. To the last two groups no further allusion will be made in this Report.

MATERIAL ORGANIZATION.

In this connection there is nothing very important to report. With a few exceptions, the buildings are in good repair and afford sufficient accommodation for the number of children in average attendance. The schools which have less than 8 square feet of floor space per pupil are:—Mountain View (6.1), Dalrymple Creek (6.7), Wallumbilla (7.3), Yeulba (7.3), and Yangan (7.6).

The State school at Freestone Creek Lower, together with the teacher's residence, was completely destroyed by fire in April—the first accident of the kind which has occurred in Queensland, I believe.

Amongst the Provisional schools remain some of the rather mean-looking, though fairly comfortable, buildings erected before the Department contributed as largely as at present towards their cost, and most of these will, under present conditions, still have to do duty for some years to come. At Canning Creek a great improvement has been made by the erection of new buildings.

At a number of schools the tanks ran dry, and much difficulty was experienced in getting a supply of good water. The drought will have brought home to many teachers, who are wholly dependent on school tanks for a water supply, the need to carefully guard against waste.

The grounds of a number of the Provisional schools are not fenced in. As these schools are frequently situated where the children live so far away that they must, perforce, ride to school, the necessity for a small paddock in which to put up their horses is evident. Even where the playground is enclosed, it has generally to serve as a horseyard as well; a double use which is not always without danger to the children. In passing, I may remark on the inadvisableness of using barbed wire for school fencing.

The past year has been very unfavourable for the cultivation of ornamental trees and flowers about the schools. A few teachers and children struggled heroically to save such plants as had been set, but in the end most of them had to give up in despair. With the advent of better seasons I have no doubt this very commendable work will be resumed with a good heart.

The cleanliness and tidiness of the schoolrooms, grounds, and outbuildings are generally very fair. The teacher's table, however, is frequently the least satisfactory in this respect, as it appears to be looked upon as a place for depositing all sorts of miscellaneous odds and ends.

In a few schools good collections of materials for the illustration of object lessons have been made by the teachers, aided in some instances by the pupils. Amongst such the State schools at Allora and Dalveen, and the Provisional school at Mount Janet hold a noteworthy place. During the year the power given to inspectors to authorise an expenditure not exceeding £5 was suspended.

Flagstaffs with flags of suitable size are now found at most schools, and though the extreme fervour of loyal manifestations which obtained during the late war time is no longer noticeable, a good deal of importance continues to be attached to the ceremony of hoisting the national emblem, prominent instances being afforded by Goondiwindi and Wallangarra.

INTERNAL ORGANIZATION.

The number of teachers employed in the 39 State schools was 92, who were classified as follows:—

—	Males.		Females.		Totals.
	Head Teachers.	Subordinate Teachers.	Head Teachers.	Subordinate Teachers.	
Teachers, First Class	0	0	0	0	0
„ Second Class	19	0	0	0	19
„ Third Class	17	3	1	21	42
Pupil-teachers, Fourth Class	0	1	0	3	4
„ Third Class	0	2	0	3	5
„ Second Class	0	5	0	3	8
„ First Class	0	1	0	4	5
„ on Probation	0	4	0	3	7
Unclassified Teachers	1	0	1	0	2
Total	37	16	2	37	92

The two unclassified head teachers enumerated above are employ[illegible] lassified State schools.

Of the 46 teachers employed in the 45 full-time and 2 half-time Provisional schools 11 were males and and 35 females.

The schools were, on the whole, adequately staffed, the average number of pupils per teacher for the month preceding inspection being 30.2 in State schools and 17.4 in Provisional schools. The greatest number of pupils per teacher was found in the State school at Taroom (44.2), and in the Provisional school at Silver Spur (42.9). The latter, it may be remarked, however, is being very efficiently managed by a trained teacher.

The schools throughout the district have been carried on during the year in a quietly efficient manner. No serious complaints have been made by committees or parents against teachers, by head teachers against subordinates, or *vice versâ*. The government of the schools is, as a general rule, such as to make school attractive, and, under ordinary circumstances, little difficulty is experienced by the earnest teacher in securing steady attendance. The discipline, however, frequently appears to be directed rather towards repressing faults than to stimulating children to hearty endeavour; and I do not find that in all schools training in good manners receives as much attention as it undoubtedly deserves.

Classification.—On a good time table and suitable classification, as the means of keeping every child profitably and fully occupied, the success of a school in great measure depends, and I am, therefore, glad to be able to report that in most cases I found the classification as satisfactory as circumstances allowed. In some of the smaller schools, however, the classification appears to be sometimes interfered with by unwise parents bringing pressure to bear on the teacher to promote a child when really not fit. A particularly tactful teacher, or a very strong-minded one, may not be influenced by such means, but I am afraid that the average one gives way more or less lest a refusal render his position unbearable.

Attendance.—The conditions during the past year were, on the whole, more favourable than usual to regular attendance, notwithstanding occasional instances where the drought had a detrimental effect. The average daily attendance for the month preceding inspection was:—In State schools, 2,777.6, equal to 81.1 (77.9) per cent. of the 3,426 enrolled; in Provisional schools, 798.1, equal to 80.8 (80.1) per cent. of the 988 enrolled; and in all schools, 3,575.7, equal to 81 (78.3) per cent. of the 4,414 enrolled. The number of children who attended at least four days out of five during the quarter preceding inspection was:—In State schools, 2,111, equal to 60.3 (58.5) per cent. of the 3,502 enrolled; in Provisional schools, 687, equal to 68.2 (58.4) per cent. of the 1,007 enrolled; and in all schools, 2,798, equal to 62.1 (58.5) per cent. of the 4,509 enrolled. By referring to the figures in brackets, giving the corresponding percentage for 1901, it will be seen that in the schools as a whole the quantity of the attendance was better than that of the preceding year by 3.3 per cent., and the quality by 3.6 per cent.

The number of children six years old but less than fifteen who were reported to me as not attending school though within reach of one was 87, of whom 57 were living near State schools and 30 near Provisional schools.

Instruction.—The average proficiency as shown by the results obtained was:—In State schools, 57.9 per cent.; in Provisional schools, 56.9 per cent.; and in all schools, 57.4 per cent. For State schools this is .1 per cent lower than the corresponding mark of the previous year, for Provisional schools 3 per cent. higher, and for all schools 1.5 per cent higher. Amongst the State schools three obtained less than 50 per cent. of the marks, and amongst the Provisional such was the case in eight schools. Of all schools the highest average was obtained by a Provisional, and the lowest by a State school.

In regard to the majority of the subjects I have little fresh to add to my observations in previous years. The essential subjects of the course—reading, writing, and arithmetic—continue to give very fairly satisfactory results; in the last-named, indeed, I notice considerable improvement, which may be largely attributed to the setting of a standard by the issue of the approved Arithmetical Cards now in use. The results in mathematics are very uneven, but show, on the whole, some advance, though, as formerly, algebra is more successfully attempted than Euclid. In a district such as this a more practically useful subject than either of those just mentioned is that of agriculture, and in this connection I am glad to be able to state that in at least ten of the more important State schools regular instruction is given in this branch, accompanied in some schools by practical experiments, though in others climatic conditions lately obtaining have prevented this being done.

Regarding the methods followed, I may briefly remark that while some teachers are naturally more gifted than others in the power of imparting knowledge, the most fortunate in this respect cannot afford to neglect the previous preparation of the work, while the least gifted may do much to secure improvement through attention to this point.

Records.—These were free from grave errors of any kind, and were generally found to be neatly, fully, and carefully kept. Defects pointed out during the course of my previous visits were usually found to have been corrected, but it was still necessary to comment in several instances on the more or less meagre and indefinite nature of the entries in the Work Book.

Grammar School Scholarships.—There was only one successful competitor from this district—a girl attending the Warwick West school.

The following schools may be specially mentioned for general efficiency: State—Allora, Mountain View, and Chinchilla; and, Provisional—Pine Creek, Goondiwindi West, and Millmerran.

I have, &c.,

W. GRIPP, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR RADCLIFFE.

Graceville, February, 1903.

SIR,—I have the honour to submit my General Report for the year 1902.

The district assigned to me—the Central Inspectoral District—comprises all the schools on the Central Railway (except Longreach), Rockhampton, and suburbs; the schools on the Emu Park and Broadmount lines, together with the outlying schools at St. Lawrence, Aramac, and Muttaburra.

The number of schools in operation during any part of the year was 92, classed as follows:—

State Schools for Boys	3
,, ,, ,, Girls	1
,, ,, ,, Girls and Infants	2
,, ,, ,, Infants	1
Mixed State Schools	30
Provisional Schools	43
Private Schools	12
Total	92

New Provisional schools were opened at Kabra and Morinish during the year, and the Provisional school at Theresa Creek was closed owing to insufficient attendance.

All the schools in my charge were inspected once in detail; incidental visits were paid, as opportunity offered, to eleven schools, for the purpose of observing methods, inspecting their general working, noting improvement or otherwise since the previous visit, and advising on any feature of the management which appeared to be capable of improvement. Four schools in the North-East Moreton district—Terrors Creek, Harrison's Pocket, Stony Creek, and Samford—were allotted to me, and inspected towards the close of the year. The Technical Colleges at Rockhampton and Mount Morgan were also visited on various occasions, and reports on their management and general condition were forwarded at the end of the year.

No occasion has arisen during the past year for the holding of any inquiry into complaints or charges against teachers or into dissensions among any of the staffs. There has, therefore, either been complete harmony or the differences have been so trifling that the exercise of tact and sweet reasonableness have precluded the necessity for a formal appeal to the Department. That this state of matters may continue is a consummation devoutly to be wished.

Work in the field was begun on the 10th of February, and was continued without intermission until the end of the school year, with the exception of the time spent in preparing a set of examination papers, the usual three weeks' leave of absence, and three days lost on account of illness. Presiding at the annual examination of teachers at Rockhampton and valuing examination papers occupied the remainder of the year.

MATERIAL ORGANIZATION.

The accommodation at the time of inspection was insufficient in the State schools at Red Hill, Allenstown, Mount Morgan Girls' and Infants', Mount Morgan Boys', Emu Park, Duaringa, Jericho, Muttaburra, Rockhampton North Boys', and Gracemere. The overcrowding, owing to insufficient accommodation, has reached an acute stage at Red Hill.

The school buildings generally are in a good state of repair, but many of them need painting and a general overhaul as to such minor matters as decayed woodwork in window sashes, veranda railings, steps, and fences. The limited amount of money available has made it impossible to carry out many necessary repairs, improvements, and additions during the year. With very few exceptions, the Provisional schools in the Central district are well built and suitably furnished, and it is very rarely that one finds an unceiled building among them. I note with great pleasure that the revised specification for the furniture of Provisional schools provides for two blackboards: the additional board will be a great convenience.

The deplorable weather conditions prevailing throughout the State, and more especially in the Central district, during the greater part of last year rendered it quite impossible to improve the appearance of the playgrounds by tree-planting or the cultivation of flowers and shrubs. Indeed, many of the trees previously planted have succumbed, except where artesian or other water was available for irrigation purposes. The school grounds at Barcaldine, and those of the city schools generally, are well stocked with trees, most of which have been kept alive by careful attention; but in other parts of the district the grounds are indistinguishable from the surrounding bare, treeless, blacksoil or sandy plain.

The school flag, which is now part of the educational equipment of nearly all the schools in this district, is hoisted and saluted at some of the schools when the children have assembled in line: at others, its display is reserved for special occasions.

INTERNAL ORGANIZATION.

STAFFS.—The number of teachers employed in State schools was 174—viz., 37 head teachers, 69 assistants, and 68 pupil-teachers—being 1 teacher to every 33.4 pupils in average attendance during the month preceding inspection; and in Provisional schools, 40 teachers, or 1 to every 21.2 pupils.

The majority of the State schools are in charge of teachers of proved efficiency, who carry out their duties in a conscientious, skilful, and zealous manner. Of a few it may be said that their management, in all its branches, leaves little to be desired; while of a further small section it has to be reported that they perform their duties in a perfunctory manner, and are lacking in the energy, professional skill, and disciplinary power which are indispensable for the successful management of a school, whether large or small. The assistant teachers, as a body, are earnest, studious young men and women, loyal to their head teachers, and conscientious in the discharge of their duties. A few, unfortunately, look upon teaching as drudgery which has to be faced, and which has to be done somehow, so as, if possible, to escape censure. Of the pupil-teachers employed, it is a pleasure to report that, with few exceptions, they are making satisfactory progress, and are walking in the path which leads to success in the calling which they have chosen. One or two of them show by their ineptitude, want of resource, and lack of sympathy that they have

[illegible] passed by Provisional school teachers varies very greatly. One occasionally [illegible] management of which is quite equal to that of some of our best State schools; [illegible] marked by an absence of most of the characteristics that go to the [illegible] of the Provisional school teachers it may be said that they [illegible] which are of no light nature, to the best of their ability.

[illegible] time of inspection was 7,780, and the number [illegible] present. Including 1,313 children examined in [illegible] Denomin[illegible] [illegible]42. The average daily attendance for the month

inspection was 84 per cent. of the number enrolled; and during the quarter preceding inspection ber of pupils who attended not less than four-fifths of the number of days on which the schools were is 66 per cent. of the enrolment. The attendance at many of the schools in the far western portion istrict was seriously affected by the prevalence of blight; and many of the elder boys (who would ase have continued their attendance for some time), owing to financial stress consequent on the ged drought, left school in order to contribute to the support of the household, their chief occupations country districts being shooting, trapping, cyaniding, and otherwise securing kangaroos, opossums, e bears, &c., for their skins or furs.

Returns furnished by 18 teachers show that there were 97 children living within reach of school who not educated up to the standard, and who are not attending school.

In each of the following Provisional schools the average attendance was over 30:—Bathampton, oolburra, Blackwater, Blair Athol, Frenchman's Creek, Parkhurst, Moonmera, Rolleston, and Anakie.

Classification.—Of the pupils enrolled at the time of inspection, 29.4 per cent. were in the First Class, 25.4 per cent. in the Second, 19.1 per cent. in the Third, 15.8 per cent. in the Fourth, 7.7 per cent. in the Fifth, and 2.5 per cent. in the Sixth. These figures vary little from year to year.

In large schools the problem of classification is comparatively simple; pupils attending these schools are found, almost without exception, in the classes for which they are qualified by their attainments. With a large staff, the classification can be made so minute as practically to provide the right place for every pupil. In the schools taught by one teacher only, especially in those with an attendance bordering on 40 pupils, it is impossible to classify pupils so strictly in accordance with their attainments as in the larger schools. In the attempt to do so some teachers still subdivide too minutely, but this serious mistake is, I am glad to note, diminishing in frequency year by year. The year before last I had to report the classification as unsatisfactory, owing to undue multiplication of drafts, in not less than fifteen Provisional schools; last year, the number so reported was only six. It is the newly-appointed Provisional school teacher, who generally speaking has been educated at a State school where fine grading is practicable, that needs to be specially warned against frittering away time and energy in the attempt to imitate the more minute classification of the larger establishment.

Government.—The discipline was lax in four schools and unduly repressive in four others. In the former, the pupils were noisy, idle, inattentive, and wanting in application; in the latter, a subdued tone and a cheerless school atmosphere indicated a want of sympathy on the part of the teachers. With these exceptions, the government in no instance fell short of securing good working conditions; while in many of the schools the discipline successfully aimed at inculcating habits of order, industry, steady application, and a high sense of duty, the tone in such schools being cheerful, honest, and manly, and the general conduct of the pupils under inspection such as to show that their teachers realise the paramount importance of the cultivation of honest, manly, and studious habits.

Some of the younger assistants and pupil-teachers are inclined to adopt a dictatorial manner, and to stand aloof from their pupils. They should endeavour, while careful to maintain efficient discipline, to adopt a more conciliatory manner, to lead rather than drive, to give a word of praise occasionally, and generally to refrain from assuming that children have a natural tendency to rebellion and are always on the lookout for an opportunity to shirk their work or break school rules.

Instruction.—The average proficiency of the pupils as shown by the results obtained was 64.8 per cent. in State schools, and 58.4 per cent. in Provisional schools. The more mechanical branches of instruction in our curriculum are, with few exceptions, very well taught. It is seldom that one has to report adversely on the writing, home exercises, drawing, music, or drill; but it is the exception rather than the rule to find clear, distinct, expressive reading; recitation marked by clear enunciation, correct expression, and graceful delivery; a thorough comprehension of the subject matter of the reading lesson; ability on the part of the pupils to express their thoughts in well-chosen words woven into grammatical sentences; quickness and accuracy in mental arithmetic; and a thorough grasp of the propositions of Euclid as far as they are supposed to have learnt them. Such teaching as is here indicated is by no means neglected, however, and many very creditable results in one or more of these subjects have been obtained in both State and Provisional schools; but, on the whole, the more intellectual side of the schedule should receive greater attention. No amount of cramming will develop the judgment and the reasoning faculties, the training of which is indispensable in order that the pupil may satisfy himself and his teacher when searchingly examined on the more intellectual subjects prescribed in our schedule. The younger teachers, especially, need to be advised to frame their questions carefully, to wait patiently for answers, to tell as little as possible, to be in no hurry to answer their own questions and so save their pupils the trouble of thinking, and, in short, to aim at educating as well as instructing, giving education in its true sense the first place in their teaching.

The inclusion, in the recently revised schedule, of lessons on Australian native animals and plants is a very welcome departure, which is already bearing good fruit. I have on several occasions during the year heard very interesting lessons given on the structure and habits of some of our characteristic native animals. If such lessons were supplemented by blackboard illustration, to be reproduced on slates or paper by the pupils, their value would be greatly increased.

Records.—Cases in which these called for adverse criticism were extremely rare in State schools, the teachers in charge of which, with few exceptions, see to it that the records are neat, accurate, and fully posted. Many minor errors and omissions were, however, noted in the records in Provisional schools. The Work Book, the directions for keeping which are extremely simple, is seldom found, in Provisional schools, to contain a full and explicit programme of work divided into monthly portions, or an approximately correct estimate of the value of the work done. In numerous instances it was found either that the schedule had not been consulted by the teacher when setting the work, or that certain subjects, chiefly derivation, accidence, and recitation, had been entirely omitted through carelessness. The average results were, of course, reduced owing to neglect in the very important matter of entering up the Work Book.

Special Observations.—Three boys were succesful at the recent examination for Grammar School scholarships—one boy from Rockhampton Central Boys' and one from Allenstown winning scholarships, and a boy from Mount Morgan gaining a bursary.

Among State schools, the following deserve special mention for efficient discipline, sound progress, and satisfactory general condition:—Rockhampton Central Boys', Muttaburra, Mount Morgan Boys', Rockhampton North Boys', Rockhampton North Girls' and Infants', St. Lawrence, Stanwell, Red Hill, Mount Morgan Girls' and Infants', and Terrors Creek. The Provisional schools distinguished in like manner are Wycarbah, Frenchman's Creek, Douglas Creek, Mount Chalmers, Tryphinia, and Rolleston.

I have, &c.,

O. RADCLIFFE, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR BROWN.

South Brisbane, 21st February, 1903.

SIR,—I have the honour to submit my Annual Report on the Kennedy Inspectoral District for the year 1902.

The geographical limits of the district were the same as for the previous year. It still embraces the schools in or near Mackay, Bowen, Ayr, Townsville, Ravenswood, and Charters Towers, excluding the Central schools of the lastmentioned town.

The list of schools to be inspected comprised, at the beginning of the year, 30 State schools, 33 Provisional schools, 10 Roman Catholic schools, and 2 other private schools. During the year one additional Provisional school was opened at Brownlow Hill, near Charters Towers, thus making a total of 76 schools under Government inspection in the district.

All the schools were fully inspected once during the year.

The first work of the year was, as usual, the reading and valuing of the written examination papers of candidates for Grammar school scholarship, and for admission to the various grades of pupil-teachership, over 1,100 of which were forwarded to me. The preparation of reports on the inspection of the Technical Colleges at Mackay, Bowen, Ravenswood, and Townsville occupied the greater part of a fortnight, and deferred, to that extent, the date of my resumption of ordinary school inspection work for the year. After the Annual Report on the district for the year 1901 had been sent in, I was granted leave of absence for nine days, at the end of which period I left Brisbane for Mackay—4th April, 1902. I had a further instalment of leave of absence—five days—during the midwinter school vacation, the remainder of that period being devoted to the preparation of questions for use at the next Annual Examination. With these exceptions, the time between 4th April and 13th December was entirely given up to the duty of inspecting and reporting on the various schools and Technical Colleges on my list. During the week of the Annual Examination I presided at the Townsville centre.

MATERIAL ORGANIZATION.

No new school has been opened during the year in the district, nor is there any school in course of erection, except the little iron building which the people at the Kirk River Diggings, with commendable care for the education of the 10 or 12 children living in the settlement, are erecting at their own expense. I hope the Department will be able to send a teacher there on the terms usual in cases where an average attendance of 12 cannot be maintained. At the Currency Lass (Dreghorn), about 20 miles from Ravenswood, an active Building Committee had funds in hand more than sufficient to provide the local contribution for a Provisional school. The chairman, whom I met at Ravenswood, told me there were between 30 and 40 children living near the mine, so that all the indications seem to point to the early establishment of a school.

Local difficulties as to the transfer of the site have delayed the building of the new school in the Proserpine township, for which the Minister's approval was obtained nearly two years ago. At Merinda (Bowen Meat Works) money is being raised to provide the local quota of the expense of providing a State school and teacher's residence to supersede the existing Provisional school, which has an average attendance of about 50.

As the attendance at Mount Britten and Rochford has still further decreased the accommodation is in excess of requirements; indeed, unless some revival of the mining industry at Mount Britten takes place, it looks as if the school would have to be closed. Among the State schools, Queenton, Townsville West, Ross Island, Townsville North, Brookville, Millchester, Richmond Hill, and Brandon are overcrowded to a greater or less extent. At the two large schools on the Towers—Queenton and Richmond Hill—only between 4 and 5 square feet of floor space per child is allowed, so that verandas and the spaces below the schools are largely used for teaching purposes.

A contract was let towards the close of the year for somewhat extensive repairs and improvements at Walkerston, but with that exception very little expense has been incurred during the year for maintenance and repairs. At the same time, reports and recommendations were duly made on all work which seemed to be urgent, or in cases in which it appeared advisable to incur a small expenditure in order to check decay or dilapidation, involving a greater outlay in the near future.

I have to reaffirm the favourable opinion recorded in last Annual Report as to the satisfactory condition it which playgrounds, offices, &c., are kept at all the schools.

ARBOR DAY.—Except here and there in the neighbourhood of Mackay, little has been done during the year in the making or maintaining school gardens—still less in the way of tree-planting—but I have reason to believe that, in many instances, the school authorities are only waiting for normal weather conditions in order to resume the beneficent operations which are associated with "Arbor Day."

Reports were made on the applications for a State school at Woodstock, on the Northern Railway, for a Provisional school at Manton, about 4 miles further along that line, and for a new Provisional school building at Mount Leyshon to supersede the existing dilapidated structure. The Minister's approval of the Manton application has been announced.

INTERNAL ORGANIZATION.

STAFF.—The following table shows the number and classification of the teachers employed in the schools:—

Status.	Males.	Females.	Total.
Head Teachers.			
Class I.	1	0	1
" II.	15	4	19
" III.	11	0	11
Unclassified (all in Provisional Schools)	10	24	34
Total	37	28	65

Assistant Teachers.

Status.	Males.	Females.	Total.
Class I.	0	0	0
,, II.	1	0	1
,, III.	29	45	74
On Probation	0	2	2
Total	30	47	77
Pupil-teachers.			
Pupil-teacher 4	2	12	14
,, 3	7	12	19
,, 2	10	7	17
,, 1	4	5	9
,, 0	5	10	15
Total	28	46	74
Grand total	95	121	216

It will be seen from the table that half of the teachers are unclassified, and that of the teachers employed in State schools two-fifths, or 40 per cent., are pupil-teachers. I was glad to notice that a larger number of assistants, male and female, than is usual, sat the examination for Class II. at the Northern centres. It is to be hoped that the one assistant presently in that class will, as the result of the examinations, find fellows. Taking State and Provisional schools together, the average number of pupils to one teacher is, by enrolment, 41.3; by average attendance, 33.7.

With varying degrees of skill, earnestness, and energy, I found all the teachers filling their positions worthily, and doing their duty from day to day faithfully and judiciously; one, who, as an assistant in a large town school, was, the previous year, achieving only a very partial success, is now, as the head teacher of a small country school, giving general satisfaction. Appreciable improvement had been effected by each of the three teachers whose schools were found to be at the last annual inspection unsatisfactory in one point or another. The work of the year, so far as it concerned the head teachers of State schools, gave me a satisfactory amount of exercise in "the noble duty of appraising"; in no case was it necessary to make an adverse report.

Reviewing at this juncture the reports on the various schools inspected during the year, I find that I have been able to speak of the great majority of the assistant teachers in distinctly favourable terms—loyalty to the service of the Department which employs them, patient and painstaking work in the interests of the classes committed to their care, and steady growth, according to their varying abilities and opportunities, in skill and resourcefulness, may be affirmed of most of these public servants. Three or four male assistant teachers were encountered during the year who were evidently exceptions to the general rule. These young men, after admonition and helpful advice—from the head master, from district inspector, and from the permanent head of the Department—had failed to effect the desired improvement, were transferred to other schools, where it was hoped they would, under new conditions, do better. In no case was it found necessary to dispense with the services of any assistant teacher during the year.

Some of the Provisional schools have had a change of teacher during the year, and, as a rule, in this case the new broom does not sweep quite so clean as the old. Perhaps to these changes, more than to anything else, is to be ascribed the fact that the Provisional schools of the district do not make quite such a favourable impression this year, though the leeway is not very considerable.

Classification.—In all but one or two of the State schools—these exceptions being generally small country schools—the classification and promotion of the pupils is satisfactory; but in a fair number of the Provisional schools the evils of over-minute classification and premature or otherwise ill-judged promotion are in evidence. Of course, in these small communities, the importunity of the class of parents whose only criterion of the effectiveness of their child's schooling is the frequency with which he is "put up," is a more powerful factor than it is in the towns, and many of our Provisional school teachers, being tyros in the business of school-keeping, are but poorly qualified to deal with the problem itself, or with the well-intentioned, but generally mischievous, interference of others.

It would be helpful, I think, if it were more generally known that, in our primary schools, a "class" is not a year's work, but that the work of the First Class takes, ordinarily, two years, and that of each of the other classes eighteen months, so that the child who enters at the age of 5 has done well if he finishes the course for Sixth Class when he is 14½.

Attendance.—Including 1,567 pupils enrolled at the 11 private schools, the total number of children attending the schools inspected was 10,489, or 60 more than the previous year. In Departmental schools the enrolment was:—In State schools, 7,923; in Provisional schools, 999; total, 8,922. Taking again all the schools visited, it is found that 81.2 per cent. was the average attendance during the month previous to inspection; that 88.3 per cent. were present during some part of the examination of classes; and that 66.2 per cent. of the pupils enrolled made four-fifths of the possible attendances during the previous quarter. The lastmentioned average, "quality of attendance," shows an improvement of over 6 per cent. on 1901. "Truancy," pure and simple, seems to be almost a thing of the past; where children are absent who need not be absent the parents, one or both, are almost always knowing and consenting parties. In one fairly large town school, where in 1901 it was found that the percentage of late attendances was very high, the teacher had taken measures before next inspection to effect a change for the better.

The general returns from Provisional schools go to show that out of about 1,000 children living within reach of these schools only 4 are not enrolled; the corresponding number last year was 14.

Government.—In two small Provisional schools female teachers were found in charge, who, though most estimable and industrious young women, did not exhibit that decision of character and power of control which are essential in the teacher. In neither case had any very serious evils resulted, and in both transfers were effected without hardship, which it is hoped will produce more satisfactory conditions. In the larger schools one finds occasionally among the class teachers young men or women who fall below the average in these qualifications, but, except in the cases referred to in the paragraph on "Staff" above, the supervision of the head teacher, or the influence of the general "tone" of the school to which these weaker brethren are assigned, proves a sufficient counteracting agency: in no case during the year have I had cause to send in a generally unfavourable report on the discipline and management of a State school.

With this subject of school government is inseparably bound up the matter of the conduct and manners of the pupils. My own observations and impressions, reinforced by a considerable quantity of evidence gathered in conversation with teachers and others of long experience in these northern parts of the State, justify the conclusion that a sure and gradual, if not very rapid, amelioration of the manners and morals of our school population is being effected.

INSTRUCTION.—The averages of the results of examination, excluding the private schools, are:—State schools—General, 69.7 per cent.; intellectual subjects, 61.2 per cent. Provisional schools—General, 61.5 per cent.; intellectual subjects, 53.4 per cent. It may be of use to teachers to state that it is my practice to regard these items from the list of class marks in the report of inspection as "intellectual subjects":—Comprehension, Arithmetic, Euclid, Algebra, Science and Object Lessons, Grammar, Composition and English Literature, and History. Both averages recorded for the State schools show a slight advance, about 2 per cent., on the figures of the previous year; the differences in the case of the Provisional schools are matters of decimals.

The schools which secured the best marks were:—State schools—Brandon, Townsville West, Townsville Central (Girls' and Infants'), Millchester, Richmond Hill. For intellectual subjects:—Townsville West, Richmond Hill, Townsville Central (Girls' and Infants'), Brandon, Millchester. Provisional schools:—Pumping Station, Brownlow Hill, Toonpan, Upper Plane Creek, Evlinton, Airdale. For intellectual subjects:—Brownlow Hill, Airdale, Pumping Station, Upper Plane Creek, Merinda, Mount Leyshon.

To say that these general results may be accepted by the Minister and the public as showing that a very fairly satisfactory return is secured for the expenditure of public funds on primary education in the district need not imply any blinking of the fact that much—too much—poor and ineffective teaching is done in the schools. It seems to me that teaching is very frequently bad, mainly because it is aimless. The children are taught this or that. Why? The teacher has not troubled about the answer to such a question—the subject is in the schedule, and is it not his wisest course to give his mind entirely to methods? I think it is the common experience—at least it has been my own—that it is only when the teacher's mind has settled into conviction as to the "why" that it becomes, in the measure of its natural power, vigorous, ingenious, and resourceful in dealing with the problem of the "how." The practical training of pupil-teachers should, I think, be regulated from the beginning by this principle. The private soldier of to-day, we are told, must be rendered capable of acting as an independent unit—much more so the elementary class teacher of every grade.

One observes a regrettable and somewhat surprising unwillingness in many of the schools to use what are generally known as "graphic" methods of teaching; so few of the almost infinite number of things that might be so treated are "pictured forth" on the blackboard. If we have to teach elementary science without apparatus, then surely the next best course is for the teacher to reproduce in outline the sketch of the experiment in position. If we have no stuffed platypus or native bear, alive or dead, wherewith to illustrate our object lesson on Australian animals, there is surely no reason why the children should not spend a delightful and instructive quarter of an hour in copying the teacher's "living presentment" of the subject of the lesson from the blackboard. I am strongly of the opinion that all primary school teachers should be required from the beginning of their apprenticeships to cultivate this faculty of sketching in white or coloured chalks on a blackboard, and, when it appears as a subject for the examination of teachers, that a liberal proportion of marks should be allotted to it. This is one of the matters in which a very moderate degree of skill or power freely and boldly applied goes a long way.

The movement in favour of a more "practical" system of popular education has lately occupied the minds of people who are interested in matters scholastic almost to the exclusion of everything else. There seems to be little difference of opinion, at least on this side of the globe, as to the entire desirability of the end in view, but the question of our present duty during the transition time is what more immediately concerns us. Perhaps it is sometimes forgotten that a change of this kind must, in the nature of things, be effected by a process of evolution, and not by an act of revolution. The impulse must come very largely from within, from the thought and the activities of "the educational profession." I therefore take leave to urge upon teachers the importance of using every available means of getting the greatest possible resultant in the way of "practical" training from our existing machinery and under our present conditions. The openings seem to me to be sufficiently numerous and the field extensive enough. Is there anything in our Regulations, Schedules, &c., to prevent a teacher giving a more practical course of arithmetic than is usual, with examples modelled on the actual calculations falling to be made in the workshops, counting-houses, and households of Queensland? How far from being as practically useful and educative as they might be our lessons in object lessons, science, domestic economy, and geometry are, a very cursory perusal of these Annual Reports for recent years will show; how unpractical is the superficial treatment of practical geometry (geometrical drawing) in many of our schools where neither time nor arduous labour is grudged to the theorems of Euclid; how often is it found that children who rarely go wrong in spelling the difficult and abstruse words which occur so frequently in their reading books show, by their compositions, &c., that thir power of spelling correctly the simple and ordinary words of their own vocabularies falls far short of a satisfactory standard. The list of similar instances might be extended. I conceive that the teacher who works in the spirit and with the aim, imperfectly suggested here, will not only do the most valuable work for the country now, but will at the same time give the most substantial aid towards furthering the educational renaissance.

SPECIAL OBSERVATIONS.

I take this opportunity of repairing an omission in my Annual Report for 1901 by recording the fact that, in the examination for Grammar school scholarships and bursaries, 4 pupils from this district were successful—1 boy from Townsville West, 1 from Townsville Central, 1 from Mirani, and 1 girl from Townsville Central (Girls' and Infants'). As the result of the recent examination—December, 1902—4 scholarships have been gained—2 by boys from Townsville West, the 2 others by boys from the Mackay State and the Homebush State schools respectively. One of the Townsville West boys had the special distinction of heading the list for the State.

In none of the schools in which "Mechanics" is the science subject studied did I find any provision for teaching the physics involved experimentally, but at the Mackay (Boys') State school and at Queenton the mathematics of the subject are effectively treated, and the whole of the work in Grieve's three books is overtaken.

At Richmond Hill and at Townsville West, geology is intelligently taught; at the Towers school, by the aid of a well-selected mineralogical cabinet, the use of the blowpipe, &c., a useful introduction is given to the science of the mining industry; and at the Townsville school some interesting lessons on the geology of the immediate district were a special feature. At these two schools the "signals" are given by electric bells, cleverly installed by the head masters.

At Millchester and at Richmond Hill, I met assistant teachers who had made a thorough and practical study of ambulance work, and "first aid," and who were not infrequently called upon by pupils to dress and doctor cuts and bruises, &c.

At the Mackay (Girls') school, the "Cookery" lessons, noted in my last report, are still a valuable feature. On one of the days of my inspection, in company with the head mistress, and by invitation of the girls of the cookery class, I enjoyed an excellent lunch, the preparation of which I had been allowed to watch during the last hour of morning school. Of course, with one hour a fortnight, not a very great deal can be done, but it is delightful to note the eager interest with which these girls follow this training in practical housewifery. A somewhat less systematic effort in the same direction was made at the Townsville (Girls' and Infants') State school.

At Mackay (Boys'), Richmond Hill, Queenton, Millchester, and Brandon, military drill is exceptionally well taught; at the first four of these five schools the upper class boys are familiar with the elements of company drill.

It is pleasing to note that, in the schools generally, more attention is now given to the cultivation of pleasant, distinct speech, and of the power of intelligible oral statement. In these accomplishments Townsville Central (Girls' and Infants') still leads.

In Euclid, the work prescribed for the Sixth Class extends to the end of the Second Book; this year the Sixth at Queenton professed knowledge of the two books, and passed a good (written) examination. At a few of the schools, notably at Te Kowai, Millchester and Ravenswood, Richmond Hill, and Townsville North, the larger part of the First Book had been mastered.

Ross Island State school is equipped with a full set of Cox's admirable specimens and illustrations for object lessons. The assistant and pupil teachers have been trained in the use of these and similar aids, and exceptionally good work in this educative branch is done.

Strikingly good part-singing was heard from the upper classes at Townsville West. The Townsville Central schools continue to impart to a considerable number of the pupils the power of reading ordinary music from the tonic sol-fa notation, and at the same time to train the voices of the children, with noticeable success.

The female assistant teachers in general charge of the infant departments of the schools at Richmond Hill and Townsville West bring to their delicate and difficult work a fine combination of natural aptitude and acquired skill. Though Froebel's methods are not professedly followed, these classrooms are, in many respects, veritable "children's gardens."

The head teacher at Walkerston takes a hearty interest in the children's games and amusements, and has gone to no small amount of trouble to provide cricket pitch, tennis court, &c. In various directions the beneficial results are evident.

I have, &c.,

THOS. R. BROWN, District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR MUTCH.

Brisbane, February, 1903.

SIR,—I have the honour to submit my General Report for 1902.

DISTRICT.

The Cook Inspectoral District was again allotted to me. The district includes the schools of the Cook district, the schools on the Herbert River, the Central schools at Charters Towers, the schools on or near the Northern Railway, between Charters Towers and Stamford, and the schools at Richmond, Woolgar, and Tangorin.

The schools on my list are classed as follows:—State, 30; Private (R.C.), 4; full-time Provisional (including the aboriginal school at Murray Island), 50; and half-time Provisional, 2.

A new State school was opened at Chillagoe, and the Provisional schools at Richmond and Mount Garnet were superseded by State schools. Provisional schools were opened at Oakvale (near Pentland), Garradunga (near Geraldton), and Tangorin; and the Provisional schools at Flying Fish Point and the Daintree were reopened. During the early part of the year the Provisional schools at Tonk's Camp and Junction Creek, and, towards the end of the year, the Provisional schools at Northcote and Garradunga, were closed for insufficiency of attendance.

An inquiry was held for the establishment of a State school at Blackfellow's Creek, to take the place of the present Provisional school there. Inquiries were also held for the establishment of Provisional schools at Goode Island and Stannary Hills, and the school at the former place was opened in December last.

All the schools on my list were inspected, except the Provisional schools at Tonk's Camp, Junction Creek, Goode Island, and Garradunga, and the aboriginal school at Murray Island—the last being omitted by permission of the Department; the others, as they were not open when I was in their neighbourhood.

APPORTIONMENT OF TIME.—From the beginning of January till the 28th of March, the date of my leaving Brisbane for my district, my time, with the exception of that taken up by the usual leave of absence, was occupied in reading and valuing examination papers, and in writing my General Report and reports of the Technical Colleges at Cairns, Charters Towers, and Hughenden. From the 31st of March till the close of the year my time was employed in inspecting in detail 30 State schools, 4 Private schools, 47 Provisional schools, and the Technical Colleges at Cairns and Charters Towers; in holding seven inquiries, four on account of complaints made against teachers, three for the establishment of schools; in reporting results of inspection; in preparing a set of examination papers; in presiding at the annual examination for teachers at Charters Towers; and in reading and valuing examination papers. As my district is large and the schools are far apart, much of my time was spent in travelling. The total number of pupils examined by me was 5,624, namely:—

Inspection of Primary Schools	... 5,163
,, ,, ,, (R.C.)	... 461
Total	... 5,624

MATERIAL ORGANIZATION.

The floor space was inadequate at the State schools of Cairns, Georgetown, Geraldton, Mareeba, Mount Garnet, and Mulgrave; and at the Provisional schools of Blackfellow's Creek, Coolgarra, Pentland, and Victoria Plantation. As the schoolhouses at Cairns and Mount Garnet are erected on high stumps, and the ground underneath is being used for teaching purposes, and as at some of the others mentioned above a further increase of attendance is doubtful, additional floor space is not pressing; but at Geraldton, where the climate is hot and moist and the site low and swampy, and at Georgetown, where the walls of the schoolhouse are of iron and the heat of summer is intense, additional accommodation is urgently needed. State school buildings are in course of erection at Blackfellow's Creek. These buildings are urgently needed, as the Provisional school premises are old and ant-eaten, and school work is carried on under disadvantageous conditions. At Pentland, there is insufficient floor space in the school; but, as a temporary expedient, the verandas have been closed so as to form classrooms, and desks are fixed therein. Here the permanence of the population and the large average attendance warrant the establishment of a State school to supersede the existing Provisional school; but as this school is, and usually has been, in the charge of teachers possessing high qualifications and teaching ability, it is not likely that the parents will of themselves take steps to obtain a State school. A neat but rather small schoolhouse has been built at Flying Fish Point. The Provisional school buildings, which have been provided by the parents at their own expense, at Daintree (No. 1), Deep Lead, Oakvale, Tate Tin Mines, and Woolgar (No. 2), are not well-adapted for school purposes; but, in view of the prevailing depression, the time is not opportune to call upon the parents to provide buildings in accordance with the official plan and specifications. When prosperity returns to the State, the committee will, doubtless, try to have suitable schoolhouses erected. The schoolhouse at Thursday Island consists of one large classroom. The site is very high, the wind blows hard for nine months of the year, and the teachers have often to shout to be heard. I believe that if the class-room were divided teaching would be carried on with more ease and efficiency. At Cairns and Geraldton the teachers find considerable difficulty in keeping the fences in good order, on account of weather-rot. If early action is not taken to repair the fences at Cairns, they will soon be beyond repair, and it will be necessary to renew them entirely. The school property, except in two cases, seemed to be well cared for, and the school premises generally were found to be clean. Due attention was given to order and neatness in schoolrooms, and the surroundings were rarely untidy. For neatness and taste in schoolrooms and for general tidiness of surroundings the State schools at Halifax, Cooktown (Girls), Cooktown (Boys), Cairns, and Mareeba, and the Provisional schools at Freshwater, Aloomba, Goondi, and Marton are specially worthy of praise.

ARBOR DAY.—The dry weather throughout the year made it impossible for teachers to further beautify the grounds. Only at Geraldton did any attempt seem to have been made.

INTERNAL ORGANIZATION.

The strength of the staff and the classification of the teachers in State schools can be seen from the following tables:—

Schools.	HEAD TEACHERS.		ASSISTANT TEACHERS.		PUPIL-TEACHERS.	
	Male.	Female.	Male.	Female.	Male.	Female.
State Schools	25	5	18	23	12	30
Provisional Schools	25	22	0	1	0	0

CLASSIFICATION OF TEACHERS.

HEAD TEACHERS.		ASSISTANT TEACHERS.			PUPIL-TEACHERS.				
Class II.	Class III.	Class II.	Class III.	On Probation.	Class IV.	Class III.	Class II.	Class I.	On Probation.
11	29	4	37	2	7	6	12	7	11

As the proportion of teachers to pupils in average daily attendance during the month preceding inspection was in State schools 1 to 32, and in Provisional schools 1 to 22, the teaching strength may be regarded as satisfactory. The returns furnished by head teachers show that the average number of pupils in daily attendance taught by a pupil-teacher is 28. In schools where the number of pupils exceeds the average the pupil-teachers are either of exceptional physical and mental ability or their head teachers assist in the tuition of their classes.

There were during the year twelve changes of head teachers in State and Provisional schools.

The teachers of the district are, as a body, loyal, industrious, and exemplary public servants; and the pupil-teachers are apt at teaching, fairly studious, and generally hardy.

ATTENDANCE.—The number of pupils in schools under the Department enrolled at the time of inspection was 5,762, and the number examined 5,163, equal to 89.6 per cent. of the enrolment. The average daily attendance for the month preceding inspection was 81.4 per cent. of the number enrolled; and, during the quarter preceding inspection, the number of pupils who attended not less than four-fifths of their time was 65.6 per cent. of the number enrolled. A comparison of these figures with those of the corresponding period of last year shows an improvement in the quality of the attendance, probably due to the comparative absence of juvenile epidemics. The State schools in which the average attendance was most regular are Montalbion, with 98.9 per cent.; Irvinebank, 93.5; Kingsborough, 91.6; Cardwell, 89.2; Chillagoe, 89.2; and Cairns, 88.4. Among Provisional schools the attendance was most regular at Daintree (No. 1), with 100 per cent.; Lucinda Point, 98; Woolgar (No. 2), 97.7; Calcifer, 96; Nigger Creek, 93.3; Girofla, 93; Marton, 92.8; Stamford, 92; Mareeba Gold Field, 91.8; and Evelyn Scrub, 91.6.

Returns furnished by 71 teachers show that there are 85 children who are not educated up to the standard, and are not attending any school. Of these 11 are in Thursday Island—chiefly the children of aliens—and 34 in Mount Garnet, Geraldton, Irvinebank, Homestead, and Hughenden, these being mostly the children of parents who change frequently their homes for the sake of employment.

CLASSIFICATION.—The number of drafts was excessive in 4 State and in 5 Provisional schools. Comparing the classification of 1901 with that of 1902, it will be seen by the following comparative statement that a slightly larger proportion have reached the higher classes. This change, I think, is due to the present difficulty which the children find in getting employment after leaving school:—

Class.	I.	II.	III.	IV.	V.	VI.
Percentage in 1901...	33.6	23.1	20.4	14.3	7.0	1.5
„ „ 1902...	30.9	21.9	22.0	15.4	8.0	1.7

The average age in State schools was nearly normal in Class VI., slightly under a year in excess in Classes I. and V., and over a year in excess in Classes II., III., and IV.; while the average age in Provisional schools is well over a year in excess in all classes. I think that this excess of age is not due to the lack of skill on the part of the teacher or to the want of capacity of the pupil to overtake the work for the given periods of our school life, but to the fact that so many of the pupils of the district are not enrolled till well over 5.

GOVERNMENT.—Authority is on the whole well maintained, and good mechanical obedience, as a rule, secured. Cases of harsh authority and slavish obedience are happily rare, while instances of wise and sympathetic government, together with affectionate obedience, are not uncommon in the best-conducted Provisional schools, in the small State schools, and in classes of the larger State schools. The following schools, while not neglecting other essentials of good government, merit special mention for marked success in their attainment of special features:—Atherton, Kuranda, and Maytown, for fineness of tone and ease of government; Marton and Prairie, for attention paid to good habits; Charleston, for courtesy and politeness; and Cairns, Cooktown (Girls), Charters Towers Central (Girls), and Kingsborough, for excellent order and the military precision of their class movements.

INSTRUCTION.—Reading, e[illegible]. and of a class in a State school, showed a fair degre[illegible]e and in 16 Provisional schools the pupils on the whole rea[illegible]ession and correct emphasis. Only in the State schools [illegible]le, and in the Provisional schools at Calcifer, Charl[illegible] good expression and emphasis. The results in [illegible]ther schools ranged

from fair to very good. Comprehension shows improvement, particularly in those schools where the lessons are prepared by the teachers; but the results are disappointing to the teacher, who, on the day of inspection, thinks only of the number of ideas which he has throughout the year presented to his pupils, and who forgets that only those ideas which have been assimilated by the pupils count on that day. The teacher in charge of four or five drafts resorts, as a rule, to word-substitutes; but word-substitutes, unless they are given in complete sentences showing that definite meanings are attached to them, are valueless. Verbal accuracy is seldom at fault in recitation, and there is a slight improvement in the comprehension of the passages recited; but proper emphasis and due expression were found only in the Provisional schools at Atherton and Charleston, and in the State schools at Charters Towers Central (Girls), Chillagoe, Georgetown, Kingsborough, Thornborough, and Watsonville.

Writing, though unsatisfactory in 5 Provisional schools, was in most schools creditable. The fine "upright" writing at Georgetown and Thornborough, and the fine "bold" writing, together with a remarkable evenness of individual results, at Charters Towers Central (Boys) were particularly noticeable. Dictation showed satisfactory improvement. This is due, I think, to careful writing. Home exercises were, on the whole, clean, tidy, and, as a rule, in the pupil's best writing.

Tables are learned by "heart" rather than by "rote," and, like notation, give satisfactory results; but the former can never be properly taught till each school is provided with a set of the smaller weights and measures. Oral arithmetic is receiving greater attention, and shows a slight but gratifying improvement; but sufficient advantage is not taken of it for the work of revision. Written arithmetic shows a marked improvement, particularly in the Provisional schools. This improvement is, I think, due mainly to the new Arithmetical Cards providing teachers with examples admirably suited to Schedule requirements.

Mere information lessons are given in most of the Provisional schools, and in a few State schools. Though the teacher's knowledge be even full and accurate, yet, as he does not prepare notes of lessons, he is unable to present his facts properly, and, in consequence, his pupils become possessors of mere isolated facts. I think that if a series of object lessons were prepared by the Department, on similar lines to those followed by Messrs. Ricks and Wilkinson, in their "First Elements of Science, arranged as Observation Lessons and correlated with Drawing," a much-needed want would be supplied. Object lessons are taught in 19 State schools and in 15 Provisional schools with fair success; but even in these "the cultivation of the faculty of observation is secondary to the imparting of information." They are, however, admirably taught in the schools at Thornborough, Georgetown, Charters Towers Central (Boys), and in the upper classes of the school at Irvinebank.

The definitions in grammar are taught intelligently, and are, as a rule, repeated correctly. Parsing and analysis are the best taught subjects of the intellectual branches. Composition continues to improve, particularly in those schools where oral answers are, as a rule, given in complete sentences, and where the oral exercise precedes the written one. In derivation, the prefixes and affixes are taught with success; and an improvement was noted in the learning of roots, particularly at Geraldton, Hughenden, and Thornborough.

The satisfactory results in map-drawing show that there is an improvement in the teaching of geography, and that teachers are appealing to the "visual" memory rather than to the "verbal" memory; but teachers of Classes IV. and V. seem to forget that some knowledge of the climate of the countries is necessary before pupils should be asked to learn the exports of those countries.

Fair to very fair results in history were obtained in all but 2 schools. The subject was best taught in the schools at Maytown, Geraldton, and Charters Towers Central (Boys).

Drill was poorly taught in one or more classes in 8 schools, and in 7 of these the order was weak in those classes. Teachers who know that their power of control is wanting in strength seem to forget the importance of drill as an aid towards inculcating the habits of steadiness, attention, and mechanical obedience. The squad movements of the upper classes at Cairns and Charters Towers Central (Girls), and the physical exercises of the lower classes at Cairns, Charters Towers Central (Boys), Charters Towers Central (Girls), Georgetown, Kingsborough, and Thornborough were admirably performed.

Though the proficiency in Euclid and algebra ranged from very bad to excellent, yet when everything is considered the average proficiency gained—viz., 63 per cent.—is creditable. The teachers at Irvinebank, Geraldton, Watsonville, and Georgetown pay special attention to these subjects, and so their pupils secure high results; other teachers, with perhaps more drafts to teach, or whose schools have recently become State schools, and have other new subjects to attend to, cannot find time for sufficient oral instruction in these subjects, and thus their pupils secure indifferent marks; but the majority pay due attention to these subjects, and when their revision is thorough and stimulating they obtain results as high at least as those which they secure for the other intellectual subjects.

Records.—These were on the whole well kept, and in several schools were admirably kept.

SPECIAL OBSERVATIONS.

An improvement in the neatness of all written work, and a gratifying improvement in the skill of the pupil-teachers in class-teaching, were the most striking commendable features of the year.

At the recent examination held in December last, a boy from Montalbion gained a Grammar school scholarship, and a girl from Irvinebank obtained a bursary.

Among State schools the following deserve to be specially mentioned for good government, satisfactory progress, and creditable general condition:—Cairns, Cardwell, Charters Towers Central (Boys), Charters Towers Central (Girls), Cooktown (Girls), Georgetown, Geraldton, Irvinebank, Kingsborough, Kuranda, Maytown, and Thornborough. The best conducted Provisional schools were those at Aloomba, Atherton, Calcifer, Charleston, Coolgarra, Goondi, Laura, Marton, Pentland, Prairie, and Woolgar (No. 1).

I have, &c.,

A. MUTCH, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR BENBOW.

South Brisbane, February, 1903.

SIR,—I have the honour to submit my General Report for the year 1902.

DISTRICT.

The Western District, assigned to me for inspection, comprises the schools along a line drawn from Normanton, through Croydon, Cloncurry, Longreach, Isisford, Augathella, Roma, Surat, and Mungindi, and all the schools west of this line. The number of schools allotted to me at the beginning of the year was 73—viz., 23 State, 48 Provisional, and 2 Roman Catholic. Owing to the terrible drought prevailing throughout the western portion of the State it was often impossible to reach schools situated far from the principal mail routes except at great loss of time. The schools not visited for this reason were all Provisional, and include Nellybri, Retreat, Duck Creek, Birdsville, Friezland, and Yelvertoft. Six new Provisional schools were opened during the year, at Burrenbah, Cairo, Warroo, Whycombe, Dirranbandi, and Burgorah South, none of which was inspected owing to their being so far from my sphere of labour and the difficulty of reaching them, when I returned from the North.

During the month of December six schools in the North Pine district and one near Esk were allotted to me for inspection.

Two cases of complaints against head teachers were inquired into and reported on.

APPORTIONMENT OF TIME.

Valuing teachers' examination papers and writing reports thereon for the *Education Office Gazette* occupied my time from the beginning of the year until the 23rd of February. The next week was devoted to writing my Annual Report. Three weeks' leave of absence followed, and I took the field on the 23rd of March. Inspecting, reporting, and travelling took up all my time from this date until the end of the school year, with the exception of three days' leave granted to me in October.

During the examination of teachers in December, I presided at the Brisbane Central School (Boys).

By far the greater part of the Western District Inspector's time is occupied in travelling, the schools being so far apart in this portion of the State. Persons whose duties took them to the far West during 1902 will long remember that year. Mail contractors never had such a trying time. The coaches and other conveyances I had to use travelled occasionally day and night through dust inches deep. This often made my journeys very trying and fatiguing. When I reflect upon the distance I was able to travel, over thousands of miles bereft of almost every vestige of vegetation, I cannot but feel grateful to those people who assisted me so materially, under most trying conditions, to get through my district.

MATERIAL ORGANIZATION.

The school accommodation provided for the children of this district was sufficient in all cases, when 8 superficial feet is considered as the minimum for each child. The buildings are in fair repair, and are situated on most convenient sites. Eromanga and Kynuna Provisional schools are exceptions to the latter statement, as they are rather too far from the townships. The Charleville and the Mitchell schools had necessary repairs effected during the year, and tenders were called for to carry out the alterations and rather extensive repairs in connection with the school at Croydon shortly after my visit. The shingled portion of the Blackall school roof is still in a dilapidated condition. Tambo schoolhouse is an old building which requires considerable alteration to make it as comfortable and convenient as those in other towns. Its light is defective, and the school is built too close to the ground. The grounds at Amby are still unfenced. It seems a pity that such a fine building provides accommodation for the town goats underneath the structure. The committee, however, are desirous of doing their share towards fencing the grounds, but times have been so bad that they are not in a position financially to carry out this necessary work, though they have decided to take steps to prevent animals seeking shelter under the school.

The residences of State school teachers are comfortable, but the verandas are too narrow; so much so, as to be very noticeable when compared with those of other private houses. Wide verandas in the West are necessary, as the heat within doors during summer months is very trying.

The teacher's residence at Roma has served its purpose. Many of the rafters are now quite rotten. I do not consider the roof to be safe during a heavy storm. The rooms are inconveniently small, and the veranda at the front of the house is only 4 feet 6 inches wide. The residence at Cloncurry is very inferior, and, in my opinion, is past repair. Provisional school buildings vary considerably. Most of them are well built and are properly taken care of. The Provisional school at Dargal was mysteriously burnt down on the 21st September, and school is now being carried on at two private houses about five miles apart, on alternate weeks. The attendance at Camooweal causes the school to be rather crowded, as the veranda is not suitable for teaching purposes. There are, however, more than 8 superficial feet within the building for each child. With this exception, no school, State or Provisional, can be considered crowded, the disastrous drought which has continued for such a long period having reduced the attendance very considerably in many of them.

A new school at Bollon has superseded the old Provisional school building, which was past repair. Slight repairs were needed at 17 State and 7 Provisional schools at the time of my visit. These were fully reported. It seems unfortunate that inspectors can no longer authorise expenditure for slight repairs. When at schools they are able to see what is necessary, and to get estimates for work required to be done. I think the old plan was more expeditious, and certainly saved time and some expense to the Department. Teachers will not now await the advent of the inspector, but will ask at once by letter for authority to have minor repairs effected. This again will necessitate correspondence from head quarters.

SCHOOL GROUNDS.—There is no cause for complaint as to the way in which school grounds are kept. In most cases teachers exercise great care respecting the neatness of the grounds. Occasionally one still finds the small flower-plot adjoining the school, but the very dry weather has prevented the rearing of flowering plants on the smallest scale in most western townships. In towns possessing a supply of artesian water trees planted in the school grounds still thrive. Practically there were no Arbor Day improvements during the year in the Western district. Trees dependent upon Nature alone have poor chances of flourishing, and any effort in this direction must have been very disheartening to teachers fond of arboriculture.

FLAGS.—The Union Jack now waves on convenient and substantial flagstaffs throughout the district, although there are still a few Provisional schools which have not availed themselves of the offer of the Department.

GYMNASTIC APPLIANCES.—One school only (Croydon) is provided with a fairly complete gymnasium. A few have parallel bars, and two have horizontal bars. Gymnastic exercise is very good, but I think that unless some member of the school staff is fairly proficient to act as instructor to the boys, and does so, the time spent in these exercises will not produce the expected beneficial results.

INTERNAL ORGANIZATION.

The number of teachers employed in State and in Provisional schools respectively is shown in the table following:—

SCHOOLS.	HEAD TEACHERS.		ASSISTANTS.		PUPIL-TEACHERS.		TOTAL.
	Male.	Female.	Male.	Female.	Male.	Female.	—
State	22	0	16	14	8	25	85
Provisional	23	23	0	0	0	0	46
	45	23	16	14	8	25	131

The classification of the teachers is shown thus:—

HEAD TEACHERS.			ASSISTANT TEACHERS.		PUPIL-TEACHERS.				
Class II.	Class III.	Unclassed.	Class II.	Class III.	Class IV.	Class III.	Class II.	Class I.	On Probation.
11	10	1	3	27	8	4	5	12	4

The unclassified teacher is employed in an unclassified State school. Provisional school teachers, with one exception, are not classified.

The teachers of this district perform their duties in a loyal and conscientious manner, and do their best to make the school life of their pupils happy and contented. This is very noticeable in many schools.

School libraries are on the increase. This, naturally, gives a little extra work to the teacher, but he, as well as the scholar, is to a certain extent the gainer. The children of the far West have few opportunities of obtaining suitable reading matter, and the only practical method of supplying this want is in the establishment of such institutions. Covering the school walls with interesting prints continues. This is preferable to blank walls, and tends to make rooms bright and cheerful.

Some Provisional school teachers do very good work, and are anxious to improve their positions professionally. They are so far away from assistance of any kind in their studies that I should be pleased if some plan could be adopted to admit a few of the most deserving into State schools for a stated period, where they might have an opportunity to qualify for examination, and to become better fitted for the profession they have chosen. There is, of course, another side to be considered when advocating concessions for this class of teacher. To obtain a school, he need practically have had no training, have attainments equal to those of a Fifth Class pupil only, and then he obtains an appointment at £90 per year, which, I am sure, he could not command in any other trade or profession after such limited experience. To place him on an equal footing with a classified teacher, who has spent five years as a pupil-teacher, teaching and studying long days during the whole of this time, would, doubtless, be considered unfair to the latter.

A Western teacher's life is vastly different from that of teachers on the coast. Except in the larger towns, there is an entire absence of variety, and life becomes very monotonous.

I wonder what a city teacher would think of the terrific duststorms experienced far inland. After a visit from one of these disturbances, one teacher newly arrived in the West was so surprised at the quantity of dust in his school (one room, 34 feet x 18 feet) that he weighed the dust after the room was dusted and swept, and found that it weighed 62 lb.! During the year 20 teachers were transferred into districts nearer the coast.

GOVERNMENT.—On the whole the schools are well governed. The discipline secures honest, steady, and fairly continuous work. The behaviour of the pupils during inspection was usually polite, attentive, and respectful. Not in school only were these qualities shown; but out of doors in little bush townships the inspector is often met with a cheery salutation from pupils. No fear exists. Teacher taught them to do this. And when their little faces brighten at the recognition it makes one think highly of the teacher who inculcated these habits. I noticed no recorded instance of excessive punishment, but there were cases in which I did not consider it adequate for the offence. The teacher was probably the better judge, as he knew the temperament of the offender, and slight punishment is sometimes as effective in certain cases as a severe one would be.

ATTENDANCE.—The number of pupils enrolled in all schools inspected by me was 4,776, and the number present during inspection 4,193, equal to 87.7 per cent. of enrolment; 63.4 per cent. had been present four-fifths of the school time during the previous quarter. The quality of attendance is below moderate *i.e.*, 50 per cent.- in 2 State schools, 9 Provisional schools, and 1 unclassified State school, Balmoral Provisional school having the unenviable reputation of securing the worst quality of attendance in the district.

2 Provisional schools return 100 per cent. quality of attendance.
3 Provisional schools return between 90 and 100 per cent.
2 State and 5 Provisional schools return between 80 and 90 per cent.
2 State and 12 Provisional schools return between 70 and 80 per cent.
9 State and 11 Provisional schools return between 60 and 70 per cent.
7 State and 4 Provisional schools return between 50 and 60 per cent.

Thus the quality of attendance is not so good as it was last year. This is easily accounted for by the drought causing many families to attend irregularly, and in some cases by parents following the occupation of carriers, taking their children with them on the road, owing to the expense of living in townships.

According to information supplied in the general returns, there are 90 children in this district between the ages of 6 and 15 who do not attend school. Of these, 58 could attend a State, and 25 a Provisional school; 7 were reported as not attending a denominational school. Mitchell reports 10, Roma 9, Blackall 8, and Winton 6. Charleville has improved considerably in this respect. Last year 23 neglected to attend school in this town. This year 4 are reported as not attending.

CLASSIFICATION. The classification of pupils in State schools is, as a rule, sensible, but occasionally one finds Provisional schools having one pupil in the highest class, generally a Fifth, and this child is being taught all the subjects. Too much of the teacher's time is devoted in such cases to the single scholar. It would be better to teach extra reading, arithmetic, and grammar to such pupil, and not to endeavour to overtake all the new class work. The average age of the pupils, compared with the standard, is about one year above normal in State schools, and a little higher in Provisional schools. This is unavoidable in most schools, as many pupils do not begin to attend school when five years of age. There were individual cases

where the age was abnormally high, but these were the result of exceptional circumstances. Time in class was reasonable throughout. No instance of unjustifiable detention in class in State schools came under my notice during the year. There were two cases in Provisional schools where classes should have been promoted earlier as they were doing the work of a higher division. This in itself should have been abundant proof that they were ready for a higher class. The too rapid promotion, about which I wrote last year, does not now exist.

The attainments of pupils varied from approaching very fair, in those schools where the instruction had been most sound, to moderate where methods had not been applied so successfully.

Instruction.—The percentage gained by pupils over the entire range of the course of instruction was 61.6 in State and 57.5 in Provisional schools; in intellectual subjects 55.1 and 52.8 respectively, and in mechanical subjects 68.8 and 64.3.

The State schools that obtained the highest marks are Augathella (66.2), Roma (66.1), Burketown (65.6), Cloncurry (65.6), Winton (64.9), Cattle Creek (63.8), and Surat (63.4). The excellent discipline of Longreach State school, and the marked improvement in the Croydon State school are noteworthy. The Provisional schools that did best at inspection are:—Six-Mile Camping Reserve (65.6), Stonehenge (65.5), Euthulla (64.7), Adavale (63.4), Mount Beagle (62.7), and Croydon King (62.5). The politeness and general demeanour of the pupils at the Bollon Provisional school are worthy of special mention.

One State school and three Provisional schools failed to obtain 50 per cent. of marks.

Eight State schools report that criticism lessons are not regularly given. It is a pity that the head teachers of these schools have not been able to take these very important lessons. They are extremely valuable to young teachers, and might be taken with advantage to a few older ones. In small schools, where the head teacher's time is occupied in teaching pretty well the whole of the day, there is no better opportunity of showing and explaining "How to teach" than after such lessons. Teachers in schools where these lessons are not given should remember that *what* we teach is not nearly so important as *how* we teach.

A few Provisional school teachers impart knowledge by almost entirely mechanical methods. Where such are cut off, owing to distance, from their fellow teachers, they cannot do better than study carefully the methods given in a standard work on "School Method," one of which is to be found in every school.

Reading and recitation are rendered fluently, but in most schools there is a tendency to read and to recite too rapidly. The greatest defect appears to be a want of intelligence and of proper expression. These are rarely cultivated where children are allowed to read too quickly in the lowest classes. Pupils should always be taught the subject matter of the piece selected for recitation.

The writing, taught according to the copy-books adopted in various schools, is, as a rule, a fair imitation of the copy. I am afraid that few teachers make sufficient use of the blackboard in teaching the subject. The best plan to teach writing is from the blackboard entirely in the earlier lessons. This is decidedly the best way to secure uniformity. The manner of holding the pen is occasionally left for the child to decide, and this leads to a cramped style.

Dictation gives good results, except in the first half-year of Class II. The subject is new to the pupils at this stage, and the time generally devoted to it does not appear to be sufficient.

Arithmetic.—Tables might be taught more practically in some schools. Most children can tell how many ounces there are in a pound avoirdupois, but it is often surprising how many are unable to tell the number of ounces in a pound of tea, &c. Notation and numeration are well taught. Arithmetic still gives fair results, and mental arithmetic has improved somewhat during the year. The weakest arithmetic is invariably found in the third half-year of Class III. Now that teachers are provided with an admirable set of arithmetical cards, so nicely graded, more particularly those for this class, I feel sure that a great improvement will be noticeable in the near future. The poor results in mental arithmetic in some schools are traceable to want of practice. After all that has been said and written about this subject, time-tables are still in existence showing that one separate half-hour per week is devoted to it.

Algebra and Euclid were taught in 17 schools in this district. The percentage gained in the former was 43; in the latter 40.6. One school only did really well in these subjects—viz., that at Augathella, the pupils gaining 85 per cent. of the marks allotted to these branches of instruction. In other schools, as a rule, the schedule requirements had not been reached. Speaking generally, the subjects have not been successfully taught.

Science and Object Lessons.—There is a tendency in some Provisional schools to make separate object lessons cover too long a period. How wearisome and distasteful such long-continued lessons must become to pupils! I begin to doubt whether the object for which these lessons are intended is secured in this class of school. In the larger State schools the science selected is the one which is likely to prove most useful to pupils after leaving school—*e.g.*, geology at Croydon, agriculture at Charleville. This is as it should be. To endeavour to teach science without apparatus, diagrams, or specimens is sheer waste of time. The object lessons of Class I. in State schools should, if possible, be taught by an experienced teacher, and not, as in some cases, by the latest addition to the staff.

Drawing.—Pupils imitate a freehand copy very fairly. Where scale drawing is taught the results are good. Geometrical and model drawing are not taught successfully. I think it would be far better to take one subject only in drawing at a time, instead of three in the Fifth and four in the Sixth Class for each half-year. It is very rare that one finds a school overtaking the whole of the schedule work in these branches, scale drawing being that usually omitted.

Music.—School songs are generally rendered in a pleasing manner. Little beyond the teaching of a song appears to be attempted in the schools of this district.

Drill is well taught.

Composition is still the weakest subdivision under the head "Grammar." Pupils should be taught to write business as well as social letters. They should be encouraged to express their own ideas clearly and fully.

Geography gave fair results in State schools. In a few Provisional schools too much importance is given to committing lists of names to memory.

History, as a rule, does not produce the results one would expect. The subject appears to lack revision.

School Committees.—At 7 State and 5 Provisional schools the committee periodically visit. At 1 State school and 2 Provisional schools they inspect the school registers. Although there are so many schools which members of committee do not visit, this is no indication of want of interest. In most places they are helpful to the teacher; and, as a rule, they are shrewd, practical men, who do not mind giving a portion of their leisure time to further the interests of schools when called upon.

Records.—The records generally are neat, accurate, and fully posted. A few Provisional school teachers still neglect to post promotions as soon as children are raised to a higher class. The Work Book does not always contain entries in sufficient detail, nor does it always have the teacher's estimate of work examined entered in numerical form. If from any cause beyond the teacher's control the mark entered is unsatisfactory, it is advisable to enter the reason. This will be helpful to both teacher and inspector.

There were two instances in which there had been laxity on the part of teachers in keeping their records.

I have, &c.,

W. E. BENBOW, District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX C.

REPORTS FROM THE TRUSTEES OF STATE GRAMMAR SCHOOLS

ROCKHAMPTON BOYS' GRAMMAR SCHOOL.

Rockhampton, 28th February, 1913.

SIR,—I have the honour, on behalf of the Trustees of the Rockhampton Grammar School for Boys, to submit the report on the school for the past year, ended the 31st December, 1912.

The outgoing Trustees for the triennium which expired in November last were reappointed, with a representative elected by the subscribers and three nominated by the Department, and are as follows:—

William Henchman, Chairman;
R. S. Archer, Esq.;
W. Callaghan, Esq., M.R.C.S.E.;
Hon. Felix Cowen, M.L.C.;
S. W. Hartley, Esq. (Hon. Treasurer);
W. H. Rudd, Esq.;
J. T. Tilbury, Esq.

Secretary to the Trustees.—Mr. A. S. Tompson.

STAFF.

Head Master.—Mr. J. Wheatcroft, M.A., St. John's College, Cambridge.
Second Master.—Mr. J. T. Ryan, B.A., Melbourne, Barrister-at-Law.
Third Master.—Mr. M. C. Cooper, B.A., St. John's College, Cambridge.
Fourth Master.—Mr. J. T. Roberts.
Drill Instructor and Gymnast.—Sergeant-Major Gordon.

FINANCE.

Income.

	£	s.	d.
Bank balance brought forward	134	17	9
Government Endowment	1,000	0	0
State scholarship fees	20	10	0
Pupils' fees	627	4	3
Boarders' fees	236	5	6
Government Loan	323	10	0
	£2,355	17	11

Expenditure.

	£	s.	d.
Salaries	1,233	7	7
Masters' board fees	87	10	0
Boarders' fees	206	5	2
General expenses	135	14	5
Interest on Government Loan	30	12	5
Redemption of Government Loan	26	2	5
Sportsground	264	0	6
Library	17	19	2
	£2,317	16	3
Leaving a balance in hand of	£137	17	8

Government Loan.

The total amount of the recent Government Loan is	1,000	11	6
Of this the first instalment has been repaid	26	2	5
Leaving a balance due of	£1,642	9	1

ATTENDANCE.

The attendance during the past year has been as follows:—

	Number.		Boarders.		Paying Pupils.
1st Quarter	62	...	8	...	61
2nd "	60	...	7	...	59
3rd "	59	...	5	...	57
4th "	59	...	5	...	57
Average	60	...	6	...	58

Number of State school scholars—Six.

Number of Trustees' scholars—Three.

Passes at examinations—Five Sydney University Junior, and one Pharmaceutical.

MASTERS.

The Trustees have recently appointed Mr. M. C. Cooper, B.A., of St. John's College, Cambridge, as third master, and they are arranging to procure a second master from England, to replace Mr. T. J. Ryan, B.A., who retires on the 30th June next.

Scholarships.

With a view of extending the benefits of the institution, the Trustees have determined annually to grant free scholarships to the three highest of the successful candidates for State school scholarships living in the district, providing their marks are not less than 50 per cent., and subject, of course, to the Trustees' approval.

These scholarships are in addition to those granted for years past to the school's successful candidates in the Sydney University Junior Examination, and it is hoped that the concession will act as a stimulus upon the boys of the primary schools.

General.

The school has now completed the twenty-first year of its establishment. From the report of the Head Master, who has occupied that position from the opening in 1881, and from the records, it is gathered that since that period some 430 boys have passed through the school. Of that number, something like 100 roundly stated, have passed various examinations. Seventy-one have passed the Sydney University Junior Examination. Twenty-three competed for the Senior Examination, and all passed, winning four medals and two proximos, while two directly and two indirectly secured Government Exhibitions. Five passed Civil Service Examinations, and others the Law, Preliminary, and Pharmaceutical Examinations.

Of the 430 pupils, thirty-four only were State school scholars, of whom but thirty-two completed their three years' attendance. Practically all of these successfully passed their University Junior Examinations, and many their Senior.

At present there are seven old boys attending various Universities, everyone of them doing exceedingly well—Woodd at Oxford, Allen at Dublin, Hay at Glasgow, Weir, Turner, and Ward at Melbourne, and B. Patterson at Sydney.

In 1881, at the opening of the school, there were 117 subscribers living. Of these, forty-one are since deceased. There are still resident in the district forty-one, and thirty-five are in other parts of Australia, and in Europe.

During the whole period the school has been absolutely free from epidemic or sickness of any kind, neither do the boys complain of debility or illness. The institution is superbly situate, and surrounded with fine wide verandahs and balconies, open to the breeze on all sides.

A School Chronicle is regularly published by the boys, assisted by the masters, and supplies information concerning the progress in life of the old boys and the doings of the present pupils. From it we learn that the boys lead a vigorous life out of school hours, being well to the fore in all those sports and pastimes which make for a healthy spirit in school life, and, while not encroaching upon mental education, cultivate that which is scarcely less valuable—namely, bodily strength and self-respecting discipline.

I have, &c.,

W. HENCHMAN, Chairman.

The Honourable The Secretary for Public Instruction, Brisbane.

ROCKHAMPTON GIRLS' GRAMMAR SCHOOL.

Rockhampton, 9th March, 1903.

Sir,—I have the honour to enclose herewith the report of the Rockhampton Girls' Grammar School for the year ended 31st December, 1902 :—

REPORT FOR YEAR ENDING 31st DECEMBER, 1902.

Trustees.

The triennial election of Trustees took place in July.

The following gentlemen were elected subscribers' Trustees :—F. H. B. Turner, Esq.; Sidney Williams, Esq.; and Holyoake Woodd, Esq.; and the following by the Government: E. S. Lucas, Esq.; T. M. W. McWilliam, Esq.; J. C. Tyler, Esq.; and F. H. V. Voss, Esq., F.R.C.S., England.

At the August meeting of the Trustees Sidney Williams, Esq., was re-elected chairman, and Holyoake Woodd, Esq., treasurer.

Attendance.

The attendance for the year was—

	Upper School.	Junior Class.	Total.
1st Quarter	99 ...	21 ...	120
2nd „	111 ...	18 ...	129
3rd „	104 ...	20 ...	124
4th „	101 ...	17 ...	118

There was an average of twelve boarders for the year.

Scholarships.

There were no State scholars, and there were nine Trustees' scholars.

The Trustees offered and awarded an entrance scholarship for three years to commemorate the Coronation. An examination was held, eighteen candidates presented themselves, and the scholarship was awarded to Edith Julius.

Staff.

The following changes took place in the staff:—After Christmas, 1901, Miss Clipsham, B.A., did not return, owing to ill-health. Her place is not yet filled, temporary help having been engaged; while, owing to the financial troubles of the district, the attendance is likely to be smaller than usual. Fraulein Seidel, engaged as modern language mistress, asked to be released after the midwinter holiday to accompany her mother to Germany. Her

place is also not yet filled. It is the intention of the Trustees to secure a modern language mistress from Europe. The Head Mistress, Miss Downs, applied for leave of absence to visit Europe and the United States, and the Trustees made use of the opportunity to empower her to select a suitable lady as foreign mistress, and authorised her to make special inquiry into the latest educational methods in England, on the Continent, and America, to which places she held suitable letters of introduction. Miss Downs is expected to return in June, 1903. The rest of the staff remained unchanged.

Examinations.

Six candidates passed the Sydney Junior—

M.C.—History, C; Geography, C; Arithmetic, C; Botany, C; Music, A.
K.C.—History, C; English, B; French, B; Latin, C; Arithmetic, B; Algebra, C; Euclid, C.
S.E.—History, C; Geography, C; English, B; French, C; Arithmetic, C; Botany, C.
A.N.—History, C; Geography, B; Botany, A; Music, A; English, B.
C.O.—History, C; English, B; Arithmetic, C; Algebra, C; Euclid, B.
F.O.—History, A; English, A; French, B; Latin, C; Arithmetic, C; Algebra, C; Euclid, B.

Two candidates passed the Sydney Senior—

M.C.—Latin, C; Arithmetic, C. (Passed previous year in other subjects.)
M.W.—English, C; French, C; Euclid, C; Plane Geometrical Drawing and Perspective, B; Freehand and Model Drawing, A; Drawing in Colour, A.

The following passed the named examinations of the Royal Academy and Royal College of Music:—

Schools Practical Pianoforte, Lower Division, six (one in honours).
Schools Practical Pianoforte, Elementary Division, eight (one in honours).

The examiner for the above Board reported very favourably upon the class-singing. His report concludes, "Altogether the exhibition was one of much credit to all concerned."

One pupil passed the preliminary examination of the Pharmacy Board, and is now engaged in dispensing.

Buildings and Grounds.

The additions to buildings begun in 1901 were completed in 1902; no further additions were made during the year. There were several slight repairs, and some additions to school furniture.

The school is now in a very good state of equipment.

Finance.

The following is a complete statement of accounts for the year ending 31st December, 1902:—

Receipts.

	£	s.	d.
31st December, 1901—			
Balance at credit at Bank of Australasia	467	11	3
31st December, 1902—			
School (*i.e.*, tuition and music) fees	1,278	13	6
Payments for board, books, and stationery (pupils)	753	11	6
Government Endowment	1,000	0	0
Agistment fees	0	12	0
Exchange	0	2	3
Sale of old gate	1	0	0
Sale of old water-heater	2	10	0
Balance overdrawn at Bank of Australasia	434	3	8
	£3,938	4	2

Expenditure.

	£	s.	d.
31st December, 1902—			
Fees (board, books, and stationery)	1,058	0	0
General expenses	155	1	3
Insurance	15	19	0
Interest	217	15	4
Repairs and improvements (completed in February, and paid for in March, 1902)	792	10	3
Salaries and wages	1,555	16	6
Redemption Government Loan	142	13	10
	£3,938	4	2

I have, &c.,

G. G. W. SHAW, Secretary.

The Under Secretary, Department of Public Instruction, Brisbane.

[The Trustees' Reports of the Brisbane, Ipswich, Maryborough, Toowoomba, and Townsville Grammar Schools had not reached the Education Office at the time of going to press.]

APPENDIX D.

ANNUAL EXAMINATION OF TEACHERS AND OTHERS, 1902.

NEEDLEWORK.

15th December—2 to 5.

*** Chequered paper for diagrams and cutting-out is supplied,—one sheet to each examinee.

For Admission as Pupil-Teacher of the Second Class.

THEORY.

Maximum Marks.

8 1. Give directions for sewing on an unpierced linen button. What are the faults commonly made in doing this work?

9 2. Describe how to fasten in the cotton when beginning the following--a button-hole, gathering, hemming.

3 3. Make a diagram of a portion of a towel with loop of tape set on (wrong side).

10 4. Give Miss Smith's drill for teaching the method of holding the threaded needle in conjunction with the thimble.

PRACTICE.

12 1. From madapolam cut out the right or left half of a baby's shirt, and a sleeve for same.

[*N.B.—The sleeve is* NOT *to be triangular or gusset-shaped.*]

10 2. Fix and tack the shoulder, to be joined by two parallel rows of back-stitching, and stitch one row.

8 3. Join the sleeve by a run-and-fell seam.

22 4. Fix and tack the sleeve into the garment, and properly finish off 2 inches both at the bottom and at the top.

18 5. Set on a patch, 2 inches square; fix and tack it all, and properly finish half.

For Admission as Pupil-Teacher of the Third Class.

THEORY.

12 1. Give Miss Smith's drill for teaching how to make a stitch in hemming. What necessary preparation of material should be made before such a lesson can be given? What preliminary skill is required on the part of the pupils before they can profit by it?

9 2. Give directions for binding a square of flannel.

4 3. Make diagrams of—

(*a*) A measuring card for ¼ inch tucks.

(*b*) A seam in flannel work.

5 4. Give directions for fixing a seam in counter-hemming.

PRACTICE.

12 1. From calico cut out, *half-size*, the upper part, back and front, of a woman's chemise, with sleeves all in a piece; also a neck-band and front piece for same.

11 2. Cut an opening down the front, and properly finish off both edges, putting on an upper false piece ending in a point and prepared for back-stitching. Sew the bottom and tack the rest.

22 3. Make the band; gather and stroke the neck and set on the band; fix and tack it all, and properly finish 2 inches over the gathered part, and 1 inch over the plain part.

10 4. On the front piece cut and work a button-hole, making a join in the cotton in the course of working.

15 5. From a corner of the flannel cut a triangular piece, 2½ inches on the side, and set it on as a patch. Fix and tack it all and properly finish half. [Tack a fold, ½ inch deep, along one edge of the flannel, to indicate the right and wrong sides.]

For Admission as Pupil-Teacher of the Fourth Class.

THEORY.

12 1. Give the fundamental rules to be observed in patching and in darning, respectively.

8 2. What faults are generally made by children in over-casting the wrong side of a print patch? Describe the proper method of beginning this stitch, and also of making a join in the cotton.

12 3. Give directions for darning a hedge-tear in thin dress material—say, voile. Illustrate by a diagram.

PRACTICE.

12 1. From calico cut out, *half-size*, the back half of both legs of a pair of closed drawers for a child, and the back waist-band for same.

Maximum Marks.

8 2. Fix and tack the legs together down the middle of the back, by a sew-and-fell seam, and work 2 inches of it at the top.

22 3. Make the band. Gather and stroke the top of the garment and set it into the band. Fix and tack it all, and properly finish 3 inches.

10 4. On a suitable part of the band work a button-hole, making a join in the cotton in the course of working.

16 5. On print set a patch, 2 inches square. Fix and tack it all, and properly finish half.

For Admission as Teacher of the Third Class.

THEORY.

10 1. Give directions for darning a diagonal cut. Illustrate by diagrams.

10 2. Give, briefly, a scale of proportions for the chief parts of a boy's shirt or a woman's nightgown.

5 3. Make a diagram, quarter-size, of a saddle yoke for a nightgown.

4 4. Give directions for making a mantua-maker's or hemmed seam.

PRACTICE.

14 1. From calico cut out, *half-size*—

(*a*) The upper part of the front of a boy's shirt;

(*b*) A back yoke for same;

(*c*) A shaped collar-band.

State the age of boy for whom the shirt is suitable.

[*N.B.—The front opening is to be finished off without the addition of false pieces.*]

4 2. Tack the yoke on to the shoulders.

12 3. Finish off both edges of the front opening without the addition of false pieces, preparing the upper fold for back-stitching. Fix and tack it all, and properly finish the bottom.

13 4. Make the collar-band by tacking, and tack it on, properly finishing 2 inches.

12 5. On suitable parts of the front set on a button, and work a button-hole for it. In the course of working the button-hole make a join in the cotton.

16 6. Join two pieces of calico, selvedge way, by an inch of run-and-fell, and insert a gusset as for the body of a shirt.

For Admission as Teacher of the Second Class.

THEORY.

10 1. Give directions for inserting a patch in a damask tablecloth. [*The method must not be that for calico patching.*]

10 2. Give the stages recommended by Miss Smith in which button-holes should be taught. What modifications do you consider desirable in view of conditions existing here?

10 3. Give directions for inserting a print patch having the top-sewing on the wrong side. What advantage and disadvantage, respectively, has this method compared with that by which the top-sewing is on the right side?

PRACTICE.

12 1. From calico cut out, *half-size*, the upper part (back and front) of one-half, right or left, of a woman's chemise; also, a separate sleeve for same.

5 2. Join the sleeve by a run-and-fell seam.

10 3. On the bottom of the sleeve put, by tacking and otherwise, a false piece on the right side. Make a join in the cross-piece.

4 4. Join the side seam by 1 inch of sew-and-fell seam, to enable you to set in the sleeve.

15 5. Set in the sleeve by tacking and otherwise, properly finishing 2 inches at the under part.

9 6. On a convenient part of the garment work a button-hole, making a join in the cotton during the course of working.

6 7. On stocking-web mark in Swiss darning the letter W.

5 8. Work a specimen of three different stitches used in lace-work.

Maximum Marks.

9 3. With the machines at rest and neglecting friction state the relation between the power and the weight in—

(*a*) A wheel and axle;

(*b*) A number of pulleys arranged according to the third system;

(*c*) A screw with lever handle.

10 4. A ship steaming at the rate of 8 knots an hour has to contend with a current broadside on the vessel running at the rate of 6 knots. Show, by aid of a sketch, what path the ship will take, and with what velocity it will move.

12 5. Explain the law referred to in the following verse—

"The very law that moulds a tear,
And bids it trickle from its source,
That law preserves the Earth a sphere,
And guides the planets in their course."

10 6. A uniform straight lever, 4 feet in length, weighs 5 lbs.; what weight on the shorter arm will balance 10 lbs. on the longer, the fulcrum being 1 foot from the end?

12 7. Two weights, 15½ oz. and 16¾ oz., hang over a pulley; the heavier draws up the lighter: what increase is there in the velocity every second?

12 8. Instance and briefly explain three occurrences in ordinary life which are due to inertia.

10 9. Distinguish between melting and dissolving, atom and molecule, cohesion and adhesion, mass and weight, potential energy and kinetic energy.

8 10. A half-ton shot is discharged from an eighty-one ton gun with a velocity of 1620 feet per second: what will be the velocity with which the gun will recoil?

10 11. Three forces of 2, 10, and 12 lbs. act along parallel lines upon a body: show, by aid of a sketch, how you would arrange them so as to be in equilibrium.

10 12. An engine of 80 H.P. is required to pump 3,000,000 gallons of water to a height of 60 feet every day: how long must it work each day? (1 gallon water weighs 10 lbs.)

12 13. Three movable pulleys are arranged as in the first system. What power will raise a weight of 5 cwt. if the weights of the pulleys, beginning with the lowest, are 16, 8, and 4 lbs. respectively?

8 14. Find the s.g. of (i.) a solid which weighs 3½ lbs. in air and 2¾ lbs. in water; (ii.) a liquid which, when weighed with the bottle which contains it, amounts to 2½ lbs., while the same bottle, when filled with water, weighs 2¼ lbs., and the empty bottle ⅛ lb.

6 15. How is a temperature of 14° Fahr. indicated on a centigrade thermometer?

For Admission as Teacher of the Second Class.

(Males.)

(Three hours allowed.)

12 1. Prove, geometrically, that when two forces, P and Q, act on a point at an angle of 30°, the relation between the resultant, R, and the two forces is expressed by the formula—

$$R^2 = P^2 + Q^2 + \sqrt{3}PQ.$$

12 2. To two fixed points, A and B, in the same horizontal line a cord equal in length to twice AB is attached, a smooth heavy ring weighing 40 lbs. slides along the cord: in what position will it come to rest, and what pressure does it produce on A and B?

9 3. (*a*) Define the moment of a force with respect to an assigned point, and state how it is found.

(*b*) A uniform rod rests in a horizontal position on two supports 8 feet apart, one under each end: it weighs 6 lbs. A weight of 24 lbs. is hung to it from a point 3 feet distant from one of the points of support: find the pressure on each point of support.

7 4. If a body weighs 1 lb. on the Earth's surface, what would be its weight on the surface of the Sun, if the Sun's mass is 355,000 times that of the Earth, the radius of the Sun 440,000 miles, and that of the Earth 4,000 miles?

10 5. On a square lamina the side of which is 10 inches and weight 4 lbs. another square of the same substance whose side is 5 inches is placed so that two adjacent sides of each coincide. Find the c.g. of the whole.

8 6. A cylindrical shaft 50 feet deep and 4 yards in diameter is half full of water. How many foot-pounds of work are required to empty it, and how long would it take an engine of 5 H.P. to do the work? ($\pi = 3\frac{1}{7}$; 1 cub. ft. water = 1,000 oz.)

6 7. The ratio between the arms of a false balance is 6 : 7. A body suspended from the longer arm is balanced by 14 lbs. in the other pan. Find the true weight of the body. What would be its apparent weight if it were suspended from the extremity of the shorter arm?

8 8. Friction is neglected, and it is found that a force acting horizontally will move 10 lbs. up 5 feet of an incline rising 1 in 4. Find the work done, and find also the force parallel to the plane which will just support the weight of 10 lbs.

Maximum Marks.

9. A body falls 248 feet in 8 seconds, and its velocity at the end of 8 seconds is 55 feet in a second. Find the initial velocity and the acceleration. 10

10. A heavy body starting from rest slides down a smooth plane inclined 30° to the horizon. How many seconds will it occupy in sliding 240 feet down the plane, and what will be its velocity after traversing the distance? 10

11. Two weights of 4¼ and 3¾ oz. are connected by a string passing over a pulley. After moving for 2 seconds both are at a distance of 20 feet from the ground. The string then breaks. In what time will each reach the ground? 15

12. State Pascal's Law, Boyle's Law, and Jurin's Law. 9

13. A cube of metal is floating in mercury, s.g. 13·6. When a weight of 170 lbs. is placed on the top of it, it is observed to sink 3 inches. Find the size of the cube. (1 cub. ft. of water = 1,000 oz.) 16

14. How can you ascertain the amount of force required to work an ordinary suction pump? (Pressure of atmosphere = weight of a column of water 34 feet high.) 10

15. The cylinder of a single-barrelled air-pump has a sectional area of 1 square inch, and the length of the stroke is 4 inches. The pump is attached to a receiver whose capacity is 36 cubic inches. Compare the pressure of the air in the cylinder after 8 complete strokes of the pump with the pressure before commencing the operation. 8

GEOGRAPHY.

16th December—2 to 5.

*** Sketch maps must be drawn on as large a scale as the foolscap page will admit.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

1. Write in a regular hand, with well-formed letters—"*The Sixth Queensland Contingent for service in South Africa.*" 50

2. Draw a sketch map of Australia south of the tropic of Capricorn; mark and name the principal gulfs and bays, straits, islands, and the following towns:—Fremantle, Albany, Port Pirie, Geelong, Ballarat, Wagga Wagga, and Gladstone. 30

3. State as exactly as you can the situation of the following towns, and say why each is noteworthy:—Chicago, Singapore, Cardiff, Havanna, Bradford, Halifax (N.S.), Bremen, and Antwerp. 20

4. From what countries are the following articles of commerce exported:—Ivory, Raw Cotton, Calico, Coal, Diamonds, Tobacco, and Wheat? 21

5. On a full page of foolscap sketch and name the principal rivers of Asia with their chief tributaries. (*Do not draw the outline of the continent.*) 14

6. (*a*) Explain, as you would to a Second Class, the uses of a map. 15

(*b*) What is each of the following:—A Cañon, a Watershed, a Kopje, a River Basin, a Billabong, and a Delta?

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. Write in a regular hand with well-formed letters—"*Generals Joubert, Cronje, Botha, De Wet, and Delarey were distinguished leaders of the Boers during the recent war in South Africa*"; as a copy for First Class pupils write—"*Prince of Wales*"; and, as a copy for Second Class pupils—"*Fitzroy River.*" 50

2. (*a*) Name the provinces of Canada, and the two most important towns in each. 30

(*b*) Give an account of the commerce of Canada, mentioning the principal seaports of the Dominion, and describing the means of internal communication.

(*c*) Write a brief historic outline of Canada, and describe its government.

3. Write short notes, geographical and historical, on the following portions of the British Empire:—British North Borneo, Lagos, The Falkland Islands, British Honduras, Singapore, The Solomon Islands, The Bermudas, and The Maltese Islands. 24

4. (*a*) Distinguish clearly between the government of a Crown Colony and that of a Colony having Responsible Government. 16

(*b*) In what various ways are the Foreign Possessions of Great Britain useful to the Empire? Give examples of each.

5. Draw a sketch map of Great Britain; indicate the latitude and longitude; mark and name the principal seaport towns on the west coast, and show the rivers flowing to the German Ocean. 30

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

Maximum Marks.

30 1. Copy the following in plain print:—"*Technical Education*"; and, as a copy for Third Class pupils, write—"*Charters Towers, Gympie, and Mount Morgan are three of the richest auriferous districts in Queensland.*"

16 2. State the various natural phenomena due to the rotatory movement of the Earth from West to East.

24 3. (*a*) To what three conditions of earth movement is the change from our shortest to our longest day due?

(*b*) Draw a diagram to show that the different elevations of the sun in June and in December are due to the earth taking up a position on the opposite sides of the sun, and to the axis of the earth keeping a constant direction.

28 4. Write a short explanatory comment on each of the following:—Nutation, Leap Year, the Vertical Distribution of Atmospheric Pressure, the Change of Cloud to Rain, Hoar Frost, Hygroscopes, Local Winds.

16 5. "It is wrong to say that the heated air rises and forms a vacuum, and that then the cold air rushes in to take its place." [Davies, *p.* 77.] Why is it wrong? What does actually take place?

16 6. What are the chief corrections necessary in the reading of a barometer for purposes of comparison with other barometers in a given district?

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

15 1. State concisely the evidence as to the effect of climate upon mankind, drawn from the experience of modern emigration.

27 2. Write a short explanatory comment on each of the following—Quadrumana, The Nearctic Zoological Region, Deciduous Trees, Isocheimenal Lines, The Challenger Ridge, The Western Basin of the Pacific, Malwa Plateau, The Australian Current, The Range of Tide.

15 3. Describe, illustrating your statement by diagrams, the improved method of sounding introduced by Lieutenant Brooke.

13 4. Give an account of the work done by tides.

12 5. By the aid of a diagram explain why a second tide occurs in rather more than twelve hours after the first.

15 6. What are the natural agencies by which valleys and hills are formed? Show how these forces "mutually assist each other" in this work.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

25 1. Compare the planets in respect of—their distance from the sun, their size, the time it takes them to revolve round the sun, and the time they take to revolve on their axes.

8 2. Explain the constitution and phenomena of comets, meteors, and meteorites.

16 3. Why is there not an eclipse of the moon every month (namely, at every full moon)? Answer fully, and illustrate by diagram.

16 4. Distinguish between total, annular, and partial eclipses of the sun; and illustrate the phenomena by diagram.

16 5. Show how the distance of the sun from the earth is found by observation of the transit of Venus.

16 6. What are sun spots? Explain how we learn from observation of sun spots (*a*) that the sun is a sphere, (*b*) that the sun rotates, and (*c*) that the sun's axis is inclined to the ecliptic.

8 7. Explain so as to a class, how the determination of the latitude and longitude of a place determines the position of the place, illustrating.

16 8. Explain how longitude is determined; show the connection between longitude expressed in time and longitude expressed in degrees; and define a meridian.

12 9. Show how to construct a map on Mercator's projection. For what purpose are such maps used, for the most part, and why?

19 10. Explain how to construct and read a mercurial barometer.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

Maximum Marks.

1. Give an account of the agriculture and foreign commerce of European Russia; and name the chief industrial and commercial towns of that country, with their situations and the industries they are engaged in. 10

2. Describe the Argentine Republic; and give an account of its waterways and its foreign commerce. 8

3. Explain, as to a class, the formation of mist and cloud, dew and hoar-frost. What is meant by the dew point, and how is it found? 8

4. What are the causes that determine climate, and what is their influence severally? 12

5. Explain the action of the natural forces of denudation that are at work shaping the contour of the earth's surface. 10

6. Write brief explanations to show that you understand the following:—Precession of the equinoxes, plane of the ecliptic, sidereal day, cyclone, drift current, establishment of a port, the solar corona, Mercator's projection, declination and right ascension, equation of time. 10

7. Draw a sketch map of Asia to show the relief and drainage of the continent, and the set of the currents on its southern and eastern coasts. 12

8. Make a sketch to show the relative positions of the lakes of Africa and the rivers connected with them, without drawing the outline of the continent. 10

9. Describe concisely the climate and landscape of the British Islands. 10

10. Describe fully any one of the following cities:—San Francisco, Rio Janeiro, Cairo, Berlin, Calcutta, or Pekin. 10

ENGLISH GRAMMAR AND COMPOSITION.

17th December—9·30 *to* 12·30.

NOTE FOR EXAMINERS OF ALL CLASSES.—In detailed analysis the special word or phrase affected by other words or phrases must be clearly stated. In parsing there must be given (*a*) the relations shown by prepositions, (*b*) the exact nature of the objects of transitive verbs, (*c*) the words, phrases, or clauses, for which pronouns stand. Rules of syntax need not be quoted unless specially asked for.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

1. Give four examples of (*a*) nouns that have no singular, (*b*) adjectives that do not admit of comparison, (*c*) defective verbs, and (*d*) nouns in the common gender. 28

2. Write out in the singular number the past and perfect tenses of the subjunctive mood of the verb "be." 24

3. Name the different parts of speech for which each of the following words may be used:—Round, needs, all; and make sentences to exemplify your answer. 32

4. Analyse, in detail, each of the following sentences:— 36

(i.) He *above* the rest,
In shape and gesture proudly eminent,
Stood like a *tower*.

(ii.) In the days of my childhood *it* was like a sweet dream,
To sit 'mid the roses and *hear* the birds' song.

(iii.) Conceit *in* weakest bodies
Strongest works.

(iv.) But for timely aid,
He, *by* the alluring elements betrayed,
Had perished.

5. Parse fully the words italicised in the foregoing sentences. 30

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. Classify the clauses in the following passage, and show their mutual relationship:— 35

As travellers oft look back at eve,
When eastward darkly going,
To gaze upon the light they leave
So faint behind them glowing;
So when the close of pleasure's day
To gloom hath near consigned us,
We turn to catch one fading ray
Of joy we've left behind us!

2. Write out and exemplify the rules of syntax referring to the relative pronoun. 16

Maximum Marks.

2 3. Correct the following sentences, and give your reason for each correction:—

(*a*) The population of London is greater than any other city in the world.

(*b*) He carefully studied the Old and New Testament.

(*c*) This is different to yours.

15 4. What part of the compound verb is each of the following forms:—Had been loving, shall have been loved, having been loved, was loving, shall have loved?

30 5. Explain clearly the meaning of each of the following extracts from the Fifth Reading Book:—

(i.) Unskilful he to fawn or seek for power,
By doctrines fashioned to the varying hour.

(ii.) The pages of romance can furnish no more striking episode than the *battle* of Quebec.

(iii.) *It* is the sunset of life *gives me* mystical love.

30 6. Parse fully the italicised words in the foregoing extracts.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

20 1. Explain the expressions—Impersonal verb, verb of incomplete predication, pluperfect tense, restrictive pronoun. Exemplify your answer.

14 2. What objection may be taken to the use of the italicised words as they are used in the following sentences:—

He is most *reliable*.

He is a *talented* man.

We have a *mutual* friend in Mr. Jones.

36 3. Parse fully the words italicised in the following passages from the "Sixth Reading Book":—

(i.) Not to know at large of things remote
From use, *obscure* and subtle, but to know
That which *before* us lies *in* daily life,
Is the prime wisdom.

(ii.) 'Tis still a watch-word to the earth:
When man would do a deed of worth,
He points to Greece, and turns to tread,
So *sanctioned*, *on* the tyrant's head.

24 4. Write out clearly, in your own words, what you conceive to be the meaning of each of the above passages.

36 5. Classify the clauses in the following passage, and show their mutual relationship:—

Regard the world with cautious eye,
Nor raise your expectations high,
See that the balanced scale be such,
You neither fear nor hope too much;
For disappointment's not the thing:
'Tis pride or passion points the sting.

20 6. Give the derivation of—Insignificant, unanimous, intercession, misapprehension, independent, dissolution, superintendent, conventicle, extraordinary, excursion.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

22 1. Show by suitable examples that you clearly understand each of the following rules from "Longmans' Composition":—

(*a*) Ambiguity may arise if the conditional clause is not placed either at the beginning or at the end of a sentence.

(*b*) When there are two or more words that the participial phrase can qualify, great care must be taken in placing it, for we must write, not so that the reader may understand if he will, but that he must understand, whether he will or not.

35 2. Parse fully the italicised words in the following passages from the "Sixth Reading Book":—

(i.) He marks the bounds *which* Winter may not pass,
And blunts his pointed fury; *in* its case,
Russet and rude, folds up the tender germ
Uninjured, *with* inimitable art;
And *ere* one flowery season fades and dies,
Designs the blooming wonders of the next.

(ii.) *It* is a common proof
That lowliness is young Ambition's ladder,
Whereto the climber upward turns his face;
But when he once attains the utmost round,
He then *unto* the ladder turns his back,
Looks in the clouds, *scorning* the base degrees
By which he did ascend.

Maximum Marks.

3. Write out clearly, in your own words, the meaning of the foregoing passages. 34

4. Classify the clauses in the following passage, and show their mutual relationship:— 35

Strange, that where Nature loved to trace,
As if for gods, a dwelling place,
And every charm and grace hath mixed,
Within the paradise she fixed,
There man, enamoured of distress,
Should mar it into wilderness,
And trample, brute-like, o'er each flower,
That tasks not one laborious hour,
Nor claims the culture of his hand,
To bloom along the fairy land.

5. Give the meanings of the following Greek roots, and at least two derivations from each:—Petra, phemi, luo, misos, oikos, drao, chrusos, ballo, cheir, neuron, onoma, pan. 24

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. You are required to parse the italicised words in the following sentences, without giving their full etymology. Give only the function of each word as a part of speech, and its syntactical relationship to other words in the sentence:— 30

(*a*) *From underneath* an aged oak,
That slanted round an island rock,
A *damsel* guider of its way,
A little skiff shot to the bay.

(*b*) *It* is yours to judge how wide the limits stand,
Between a splendid, and a happy land.

(*c*) But fear not, doubt not, *which* thou wilt,
We'll try this quarrel, *hilt* to hilt.

(*d*) My pulse, as *yours*, doth temperately keep time.

(*e*) Whence the bold *boast* by which you show
Vich-Alpine's vowed and mortal *foe?*

2. Write out, as for a Fifth Class, the course of a lesson on the mood of a verb. 15

3. Explain clearly the meaning of each of the following extracts from the *Literary Class-Book*, and enlarge as fully as you can on any two of them:— 24

(i.) A saint in crape is twice a saint in lawn.

(ii.) Eye nature's walks, shoot folly as it flies.

(iii.) Can storied urn, or animated bust,
Back to its mansion call the fleeting breath?

(iv.) Say, what the use, were finer optics given,
T' inspect a mite, not comprehend the Heaven.

(v.) Mercy to him that shows it, is the rule
And righteous limitation of its act,
By which Heaven moves in pardoning guilty man.

4. Classify the clauses in the following passages, and show their mutual relationship. Supply the necessary ellipses:— 20

(*a*) With thy permission then, and thus forewarned,
Chiefly by what thy own last reasoning words
Touched only, that our trial, when least sought,
May find us both far less prepared,
The willinger I go; nor much expect
A foe so proud, will first the weaker seek;
So bent; the more shall shame him his repulse.

(*b*) Lay not that flattering unction to your soul,
that not your trespass, but my madness speaks.

5. Give a detailed analysis of the passage marked (*a*), beginning "With thy permission then." 10

6. Make sentences illustrative of the object after the verb *to be*, the objective in apposition, the objective governed by a participle, the objective before its governing verb, the infinitive used absolutely, and the same verb used both transitively and intransitively. Underline the word or words in your sentences illustrative of the point in question. 15

7. Set down methodically your ideas on what is known as *strength* in composition. 12

8. (*a*) Account for the presence in our language of the many words of Latin and of Greek origin. 14

(*b*) Give the derivation of—Acrimony, acoustics, melody, arithmetic, alluvial, suggestion, mensuration, caligraphy, police.

9. Explain the following expressions, and exemplify each of them:—"Heroic Couplet," "Sonnet," "Spenserian Stanza," "Tennysonian Stanza." 10

For Admission as Pupil-Teacher of the Second Class.

FREEHAND.

NOTE

1. The example is to be decreased proportionally to the height here given, which is four-fifths of the height of the copy.

2. No ruling, tracing, or measuring of any kind is allowed.

For Admission as Pupil-Teacher of the Third Class.

SCALE DRAWING.

1. Draw the following figure on squared paper to the given dimensions. Each square represents 4 feet.

2. (a) Draw a scale showing 4 yards; let one inch and a quarter represent one yard. Divide one yard so as to show feet.

(b) From this scale construct a rectangular courtyard 4 yards by 3 yards 2 feet. In the centre show a circular grate one foot in diameter.

3. Draw the following figure to a scale of one inch to a foot.

For Admission as Pupil-Teacher of the Fourth Class.

GEOMETRY.

1. Construct a triangle having A B for its altitude and angles at the base equal to the given angles.

2. Draw two tangents to the given circle from the point A.

3. Describe a rectangle about the given circle.

4. Inscribe three circles, each touching two of the others in the given equilateral triangle.

5. In a square having sides of 2½ inches inscribe an equilateral triangle.

6. Construct a triangle having a perimeter equal to A B, and two of its angles equal to the two given angles.

NOTE.—The construction lines must be entirely geometrical, and not the result of measurement in part. In the absence of those lines, which are essential to a correct answer, no marks will be awarded, however correct the result may appear.

For Admission as Teacher of the Third Class.

MODEL DRAWING.

1. Draw the cylinder only.

2. The drawing is to be as large as the paper will admit. Small drawings will be held to be of little value.

For Admission as Teacher of the Second Class.

PERSPECTIVE.

1. Place in perspective a triangular prism, sides 4 feet, height 7 feet, NC 4 feet to the right and 2 feet within the picture. Sides vanish at equal angles with the PP.

2. On the top of this place a triangular pyramid, 4 feet high. The sides of base to project 1 foot over the prism all round.

Height of the eye, 5 feet. Distance, 11 feet. Scale, ½ inch to 1 foot.

MUSIC.

18th December—3·30 *to* 5.

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

10 1. Write the following notes in order on the treble staff:—

$\underline{\underline{a}}$, b, $\underline{\underline{g}}$, $\underline{\underline{e}}$, $\underline{\underline{b}}$, $\underline{\underline{d}}$, $\underline{\underline{c}}$, $\underline{\underline{c}}$, $\underline{\underline{f}}$, $\underline{\underline{a}}$;

and on the bass staff the notes—

G, c, f, $\underline{\underline{c}}$, a, C, d, A, b, B.

12 2. On a treble staff write the eight rests used in music, and under each rest write its name.

8 3. Give the meaning of each of the following musical terms:—Piano assai, meno forte, poco più forte, dolce.

20 4. Write out the treble, alto, tenor, and bass of the passage marked Figure I., and prefix the proper clef to each staff.

For Admission as Pupil-Teacher of the Third Class.

10 1. Write a bar of music to illustrate each of the following time signatures, and mark the accents:—$\frac{3}{4}$, $\frac{6}{8}$, $\frac{4}{4}$, $\frac{12}{8}$.

8 2. Show, by means of diagrams, the mode of beating time in each of the following measures:—$\frac{2}{4}$, $\frac{12}{8}$, $\frac{3}{4}$, $\frac{6}{8}$.

14 3. Explain fully how the absolute time in which a piece of music is to be performed is indicated.

6 4. Give the meaning of the musical terms Allegro moderato, ad lib; and the Italian terms used to express Lively, but restrained; in exact time; bold sustained.

12 5. Copy the bars numbered in Figure II. on your own book, but prefix the time signature it illustrates.

For Admission as Pupil-Teacher of the Fourth Class.

Maximum Marks.

10 1. Write, in the bass clef, the ascending major scales of D, F sharp, A flat, and F; and insert the sharps and flats, not as a key signature but prefixed to the notes that need to be sharpened or flattened.

6 2. Make a diagram to illustrate the Circle of Fifths.

8 3. Write, in the treble clef, (*a*) the commonly assumed form, and (*b*) the true form of the scale of A minor, ascending and descending, showing where the semitones occur.

10 4. Write, in the treble clef, the signature of each of the following minor scales:—B flat, C, F sharp, E.

16 5. Transpose the passage marked Figure III. into the key of B minor. Prefix the new key signature.

For Admission as Teacher of the Third Class.

8 1. Write the chromatic scale of G major on the treble staff, ascending and descending.

12 2. (*a*) Write the enharmonic scale taking C as the tonic.

(*b*) "The interval of a tone in the theory of harmonics is not always the same." Explain this statement clearly.

12 3. Write in the sol-fa notation the piece of music marked Figure IV.

18 4. In what key is the passage marked Figure V.? Transpose it a semitone lower, name the new key, and prefix the time and key signatures.

For Admission as Teacher of the Second Class.

8 1. What is the chord of the sixth and fourth? What are the limitations to its use? Write a chord of the sixth and fourth on the dominant, preceded by a common chord on the same bass note, and followed by a chord of the fourth and third on the same bass note, the last chord to be resolved into the tonic.

12 2. What is the chord of the dominant seventh? Write the chord and its inversions in the key of B flat major, in each case resolving the discord and figuring the bass.

14 3. Write in short score treble, alto, and tenor parts to the figured bass in Figure VI.

16 4. What is Modulation? Natural Modulation? Extraneous Modulation? What are the natural modulations of D major? Write a few successive chords exemplifying gradual natural modulation from B flat to E flat, and figure your bass.

ALGEBRA.

19th December—9·30 *to* 12·30.

*** All the details of the work must be given.

For Admission as Pupil-Teacher of the Second Class.

(Males and Females.)

(One hour and a-half allowed.)

10 1. Explain zero term, negative quantity, and index law for division; distinguish between coefficient and index; and show that $a^0 = 1$.

15 2. (*a*) If $a = 2$, $b = 3$, $p = 0$, $q = 4$, $r = 6$, find the value of—

$$2r\,a^3 - \left(\frac{5c^2q}{64r^2} + \frac{3a^2p}{7r}\right).$$

(*b*) If $a = 1$, $b = 2$, $c = 3$, $d = 4$, find the value of—

$$\sqrt[3]{a^2b^2(ab+cd)(c^2+2cd-d^2)} - \sqrt[3]{\left(\frac{6acd^2}{c^4}\right)}.$$

8 3. Find the sum of—

$$\frac{a^3}{2} - 2a^2b - \frac{3b^3}{2};\ \frac{3a^2b}{2} - \frac{3ab^2}{4} + 2b^3;$$

and

$$-\frac{3a^3}{2} + ab^2 + \frac{b^3}{2}.$$

8 4. Take $x^3 - y^3$ from $3xy - 4y^2$, and add the remainder to the sum of $4xy - x^2 - 3y^2$ and $2x^2 + 6y^2$.

10 5. Multiply—

$$\frac{3x^2}{2} - ax - \frac{2a^2}{3} \text{ by } \frac{3x^2}{4} - \frac{ax}{2} + \frac{1}{3}a^2.$$

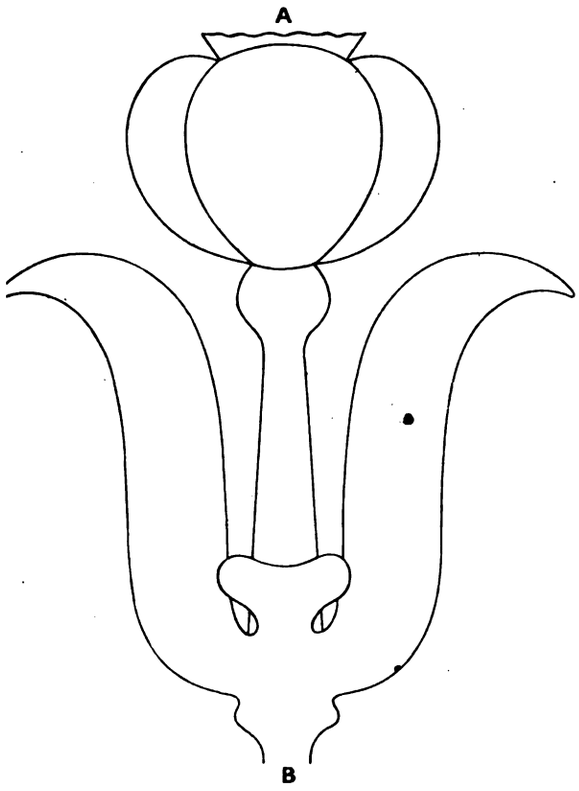
12 6. Divide, by the method of detached coefficients—

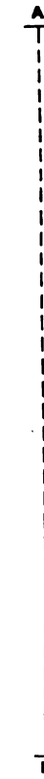
$$2x^5 - 8x^4 + x^3 + 12 - 7x^2 \text{ by } x^2 + 2 - 3x.$$

12 7. By what must $30y^4 + 9 - 71y^2 + 28y^6 - 35y^3$ be divided to give $7y^2 - 5y - 3$ as quotient, and $-39y + 27$ as remainder.

FREEHAND.

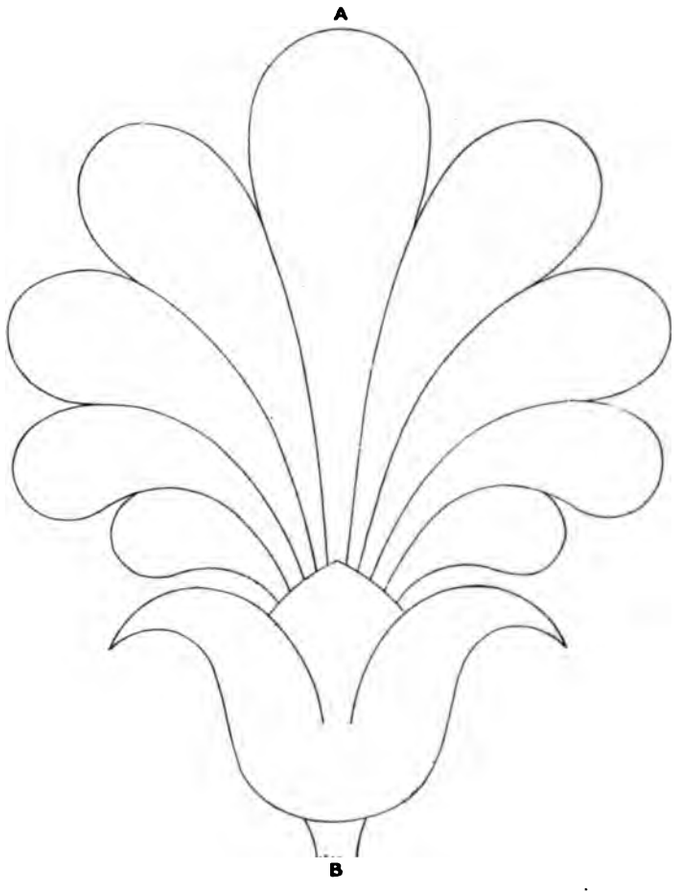
For Admission as Pupil-Teacher of the First Class.

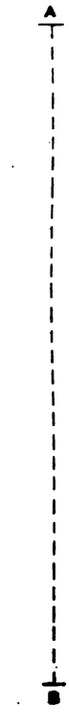




FREEHAND.

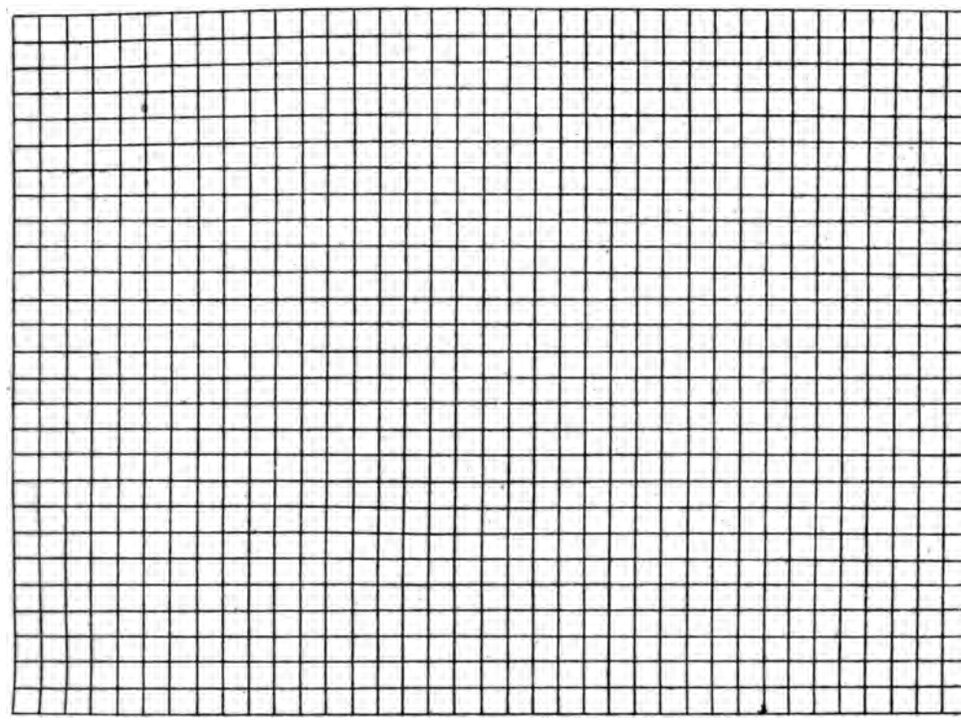
For Admission as Pupil-Teacher of the Second Class.





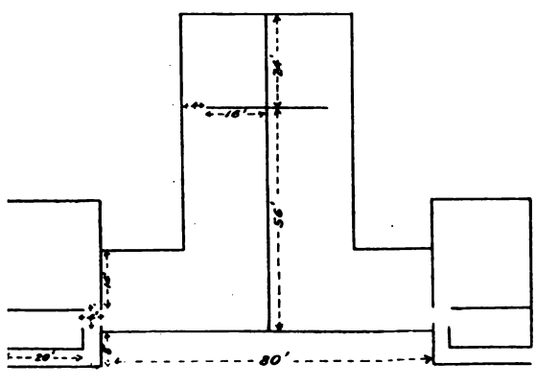
SCALE DRAWING.

For Admission as Pupil-Teacher of the Third Class.

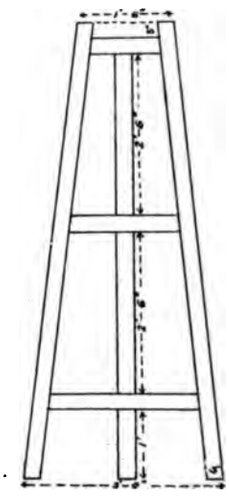


NOTE.—The accent (′) signifies feet.

the following figure on the squared paper to the given dimensions. Each square represents 4 feet.



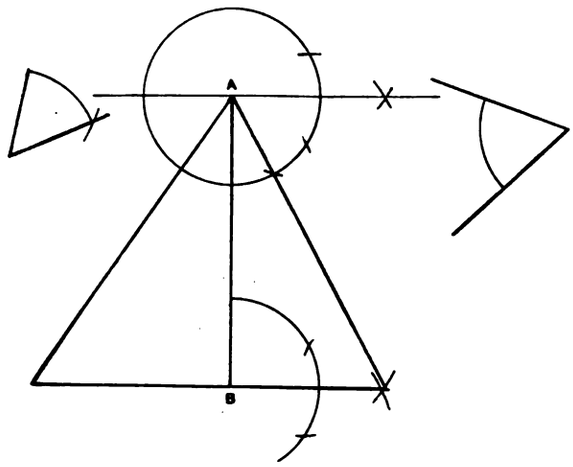
3. Draw the following figure to a scale of one inch to a foot.



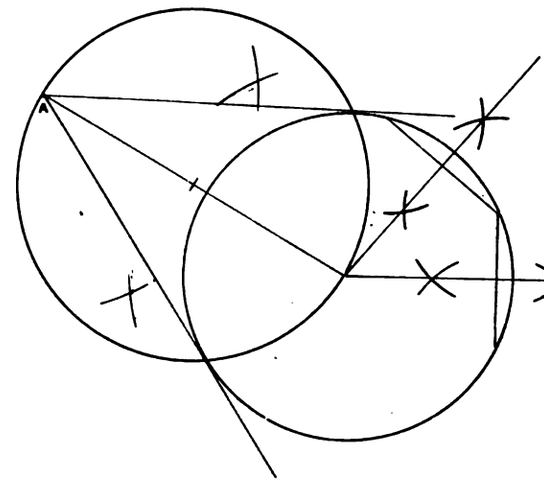
GEOMETRY.

For Admission as Pupil-Teacher of the Fourth Class.

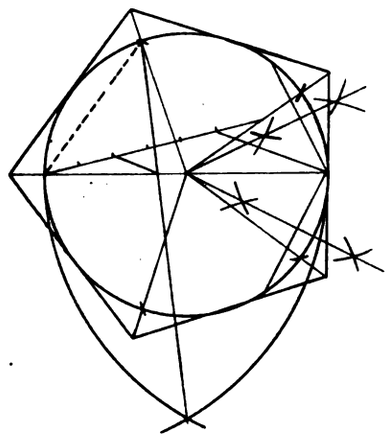
1. Construct a triangle having AB for its altitude and angles at the base equal to the given angles.



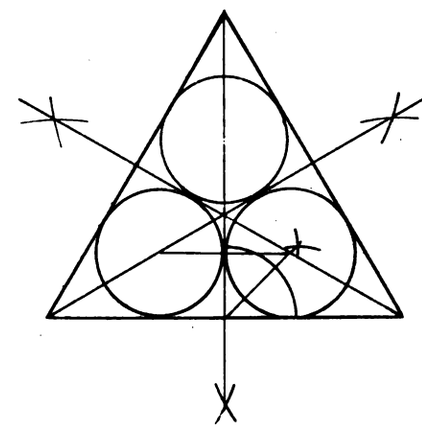
2. Draw two tangents to the given circle from the point A.



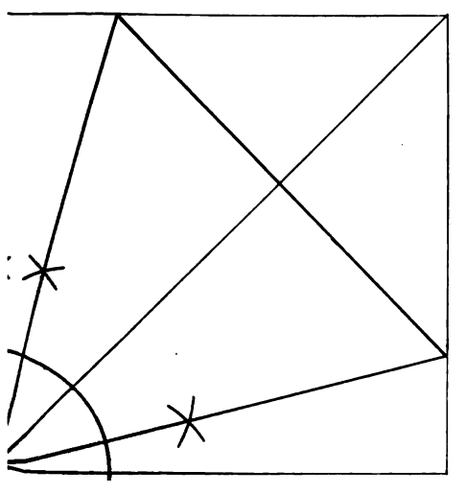
3. Describe a pentagon about the given circle.



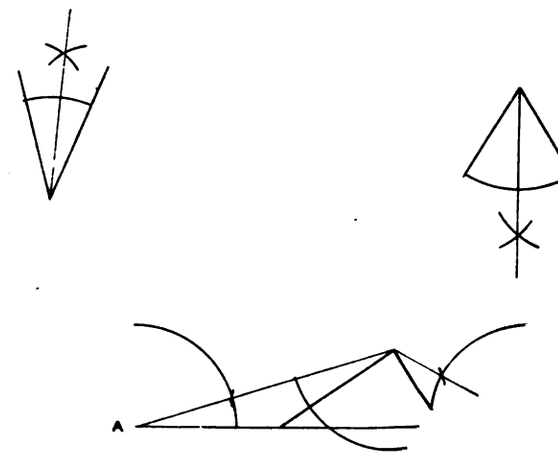
4. Inscribe three circles, each touching two of the others in t given equilateral triangle.



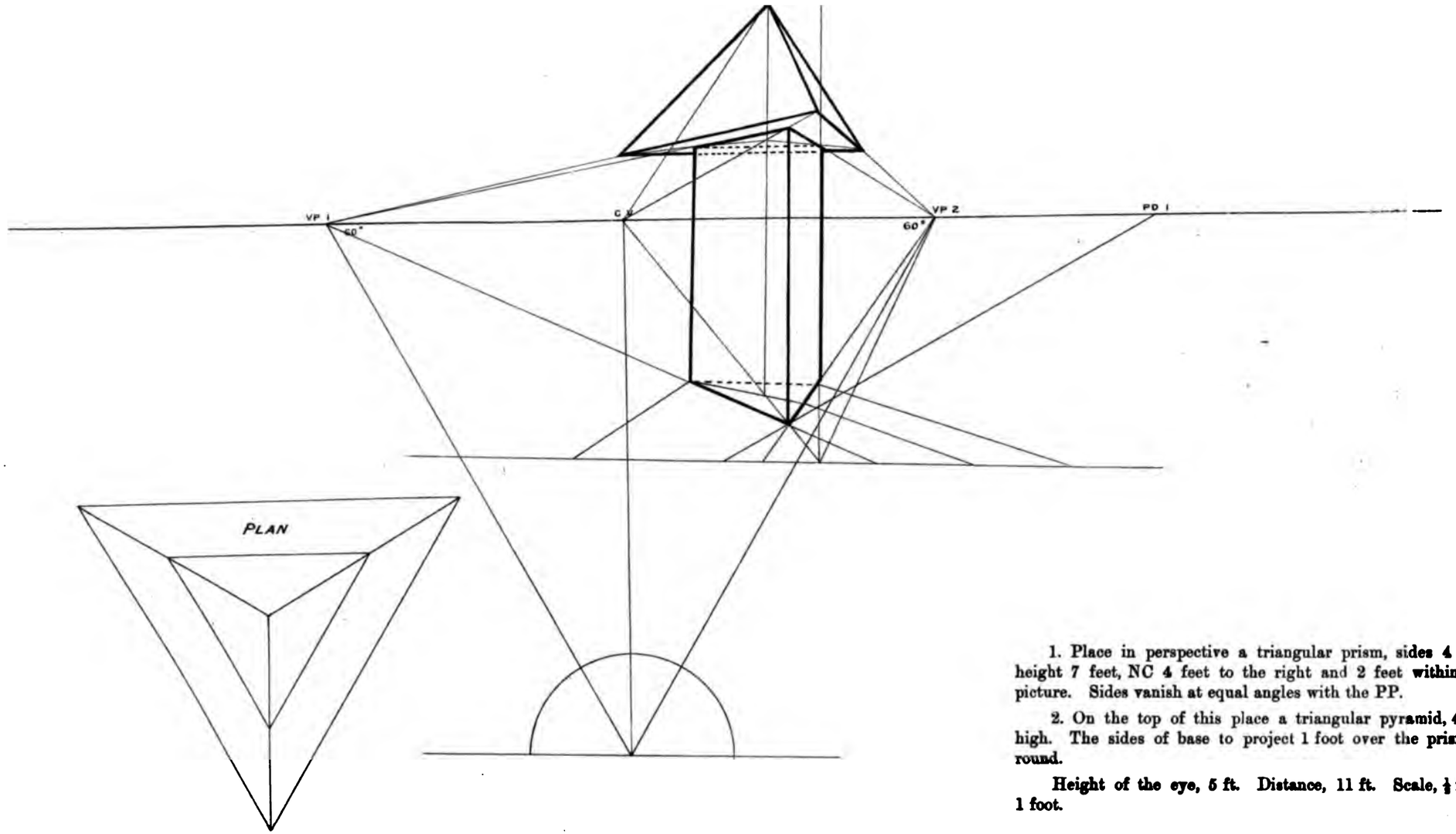
5. In a square having sides of 2½ inches inscribe an equilateral triangle.



6. Construct a triangle having a perimeter equal to AB, and of its angles equal to the two given angles.



NOTE.—The construction lines must be e
not the result of calculation or
those lines, which are essential
marks will be awarded, how
may appear.



1. Place in perspective a triangular prism, sides 4 feet, height 7 feet, NC 4 feet to the right and 2 feet within the picture. Sides vanish at equal angles with the PP.

2. On the top of this place a triangular pyramid, 4 feet high. The sides of base to project 1 foot over the prism all round.

Height of the eye, 5 ft. Distance, 11 ft. Scale, ½ in. to 1 foot.

SCHOOL MANAGEMENT.

19th December—2 to 5

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

50 1. (*a*) Write, as a copy for a Fourth Class—"*Necessity is the mother of invention.*"

(*b*) Write in plain print—"*Gulf of Carpentaria.*"

10 2. "Mental Arithmetic should be taught and practised."

(*a*) Why?

(*b*) How?

12 3. Give general hints on the teaching of writing.

12 4. Give directions to a pupil-teacher who is about to give a dictation lesson.

12 5. "English Orthography is peculiarly difficult." Illustrate this statement, and trace some of the anomalies to their causes.

12 6. (*a*) Under what circumstances or conditions can Simultaneous Reading be advantageously practised?

(*b*) Point out the special advantages of Simultaneous Reading, and also some objections to the method.

17 7. Enumerate the marks of good questions and good questioning.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. (*a*) Write, as a copy for a Fifth Class—"*Please deliver to Bearer a stamped Cheque-Book containing Fifty cheques.*"

(*b*) Write in ornamental print—"*Australian Mutual Provident Society.*"

16 2. (*a*) State the reasons that are deemed a valid excuse for not attending school under Clause 28 of "*The State Education Act of* 1875."

(*b*) Give in detail what is required from a head teacher in consideration of the allowance for keeping the school buildings clean.

(*c*) Give the substance of the General Instructions relating to the keeping of the Work Book.

(*d*) Give the substance of the General Instructions relating to the preparation and despatch of the Annual Return.

7 3. (*a*) Give reasons for the teaching of History in the Primary School.

(*b*) Write general remarks on Chronology and on Biography in connection with the teaching of History.

9 4. Write remarks bearing on the teaching of—(*a*) inflexion of words, (*b*) roots of words, (*c*) varieties of form assumed by the essential parts of a sentence and by their respective attributes, completions, and modifying terms.

Maximum Marks.

5 5. (*a*) Justify the employment of Rewards as a means of government in school.

(*b*) Comment on various forms of punishment for faults and offences in school.

(*c*) Write remarks on the treatment of certain common faults of pupils.

10 6. Write full notes of any Object Lesson you have given during the past year.

10 7. In criticising a lesson given by a fellow-teacher, what are the principal points to which you would direct your attention?

8 8. (*a*) What reasons may be assigned for the teaching of Geography in Primary schools?

(*b*) Write general hints on teaching Geography.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. (*a*) Write, as a specimen of copy-setting—"*Ideas are the proper furniture of the mind.*"

(*b*) Write in ornamental print—"*Analysis and Composition.*"

8 2. (*a*) Indicate the tendencies of modern educational thought and practice.

(*b*) Specify Spencer's "Guiding Principles for Intellectual Education."

8 3. "Securing clear, distinct, and adequate Perception is the leading aim and mark of sound teaching." "Every school subject gives some opportunity for exercising perceptivity." Prove the latter statement.

10 4. Exhibit the Laws of Association, with their leading subordinate forms.

10 5. Amongst leading educational principles are the following:—"There is a natural order in which faculty offers itself for development." "Faculty acts spontaneously." "Food, exercise, and rest are essential to the growth of faculty." "Faculty is developed by action." "Learning is self-teaching." Illustrate the practical application of each of these principles in school work.

8 6. State leading principles for guidance in (*a*) drawing up a time-table, (*b*) distributing the teaching staff, (*c*) classifying and promoting pupils.

8 7. A successful head teacher combines power to control, skill to teach, and ability to organise. Show, in detail, how the lack of any one of these qualifications in a teacher will become manifest in the condition of his school.

8 8. Comment on Home Lessons under the following heads:—Advantages, possible abuses, subjects suitable, examination, and correction. Embody in your answer the results of your own observation.

8 9. Specify the leading marks of good class work.

7 10. Specify the gifts, acquirements, and aptitudes that generally distinguish a successful teacher.

FOR EXAMINATION AS TEACHER OF THE FIRST CLASS, 1902.

ENGLISH—I.

16th December—9·30 *to* 12·30.

1. Describe Grimm's law, with illustrations, and comment on the cases in which it does not apply.
2. Enumerate the chief branches of the Indo-European family of languages and the sub-species of the two branches with which English is most closely connected by parentage and infusion.
3. What inferences may be drawn from language as to the condition of the early Teutons?
4. Explain the processes known as *reduplication*, *gradation*, and *mutation*.
5. Discuss the position and nature of the French language in England from the Norman Conquest till the end of the 14th century.
6. Explain the difference between the French and English principles of accentuation and the results they have had on the languages.
7. What circumstances led to the acceptance of the East Midland Dialect as the standard.
8. Describe the position of dialects in English at the present day.
9. Translate the following passages, and tell what you know of the works from which they are extracted:—

(*a*) [F]ram than halie hester dei: both italde. fifti daya to thisse deie and thes dei is ihaten pentecostes thet is the fiftutha dei fram than ester tid. thes dei wes on there alde laye iset and ihalden. God het Moyses on egipte londe thet he and al thet israelisce folc sculden ofrisen of elchan hiwscipe gode an lomb of ane yeres and merki mid than blode hore duren.

(*b*)

Sone swa heo hine imetten:
fæire heo hine igrætten.
& seiden that heo him wolden:
hæren i thisse londe.
gif he heom wolde:
mid rihten at-halden.
Tha andswerede Vortiger:
of elchen vuele he wes war.
An alle mine iliue:
The ich iluued habbe.
bi dæie no bi nihtes:
ne sæh ich nauere ær swulche cnihtes.

(c) In Ethiope ben many dyverse folk: and Ethiop is clept Cusis. In that Contree ben folk, that han but o foot: and thei gon so fast, that it is marvaylle: and the foot is so large that it schadewethe alle the body ayen the Sonne, whanne thei wole lye and reste hem. In Ethiope whan the Children ben yonge and lytille, thei ben all yelowe: and whan that thei wexen of Age, that yalownesse turnethe to ben alle blak. In Ethiope is the Cytee of Saba; and the Lond, of the whiche on of the iii Kynges, that presented oure Lord in Bethleem was Kyng offe.

(d) After dyuerse werkes made, translated and achieued, hauyng noo werke in hande. I sittyng in my studye where as laye many dyuerse paunflettis and bookys. happened that to my hande cam a lytyl booke in frenshe. whiche late was translated oute of latyn by some noble clerke of fraūce whiche booke is named Eneydos, made in latyn by that noble poete & grete clerke vyrgyle, whiche booke I saw ouer and redde therin. How after the generall destruteyon of the grete Troye, Eneas departed berynge his olde fader anchises vpon his sholdres, his lityl son yolus on his honde. his wyfe wyth moche other people folowynge, and how he shypp d and departed wyth alle thystorye of his aduentures that he had er he cam to the achieuement of his conquest of ytalye as all a longe shall be shewed in this present boke.

ENGLISH—II.

16th December—2 *to* 5.

1. (a) Translate into modern English—

(i.) His lordes sheep, his neet, his dayerye,
His swyn, his hors, his stoor, and his pultrye,
Was hoolly in this reves governyng,
And by his covenant gaf the rekenyng
Syn that his lord was twenty yeer of age;
Ther koude no man brynge hym in arrerage.
There nas baillif, ne hierde, nor oother hyne,
That he ne knew his sleighte and his covyne;
They were adrad of hym as of the deeth.
His wonyng was ful faire upon an heeth,
With grene trees shadwed was his place.
He koude bettre than his lord purchace.
Ful riche he was a-stored pryvely,
His lord wel koude he plesen subtilly.
To geve and lene hym of his owene good
And have a thank, and yet a gowne and hood

(ii.) At Boghton-under-Blee, us gan atake
A man that clothed was in clothes blake,
And undernethe he had a white surplys;
His hackeney, which that was al pomely grys,
So swatte that it wonder was to see;
It semed as he had priked miles three.
The hors eek that his Yeman rood upon
So swatte that unnethe myghte it gon;
Aboute the peytrel stood the foom ful hye,
He was of foom al flekked as a pye.
A male tweyfoold upon his croper lay,
It semed that he caried lite array.
Al light for somer rood this worthy man,
And in myn herte wondren I bigan
What that he was, til that I understood
How that his cloke was sowed to his hood;
For which, whan I hadde long avysed me,
I demed hym som Chanoun for to be.

(b) Explain the following quotations—

(i.) Yet saugh I Woodnesse, laughynge in his rage,
Armed compleint, out-hees, and fiers outrage,
The careyene, in the busk, with throte y-corve,
A thousand slayn and nat of qualm y-storve.

(ii.) By his belt he baar a long panade.

(iii.) Hir bord was sewed most with whit and blak . . .
Seynd bacoun and somtyme an ey or tweye.

(iv.) Right in her haukes ledene thus she seyde.

(v.) Al that in the stikke was out yede
And in the crosselet hastily it fel.

2. Mention the chief traits in Chaucer's portraits of the *Shipman* and the *Parish Priest*.

3. Briefly sum up Bacon's estimate of Henry VII's career and character.

4. Is it correct to describe Macbeth's crime as the result of supernatural temptation?

5. "All the means that Macbeth takes to secure himself turn to his destruction."
Explain and illustrate this statement.

6. In what respects do the Fairies of the *Midsummer Night's Dream* differ from the Fairies of popular superstition?

7. Contrast the motives that led Eve and Adam to yield to temptation and eat the apple.

8. Explain the following quotations—

(a) Nature, which many times is contained and refrained by some bands of fortune, began to take place in the king.

(b) Neither was his (Morton's) name left out of Perkin's proclamation for any good will; but they would not bring him in amongst the king's casting-counters because he had the image and superscription upon him of the pope in his honour of cardinal.

(c) Contagious fogs . . . falling in the land
Have every pelting river made so proud
That they have overborne their continents.

(d) You minimus of hindering knot-grass made.

(e) Memory, the warder of the brain,
Shall be a fume, and the receipt of reason
A limbec only.

(f) My mind she has mated and amazed my sight.

(g) High he soared, obnoxious first or last,
To baser things.

(h) The smell of grain or tedded grass or kine.

ENGLISH—III.

17th December—9·30 *to* 12·30.

1. Tell what you know of the chief members of Dr. Johnson's club.
2. Sketch the career of Gibbon, and describe his characteristics as historian.
3. Discuss the condition of poetry, and mention the chief poetical writers in the decennium between 1760 and 1770.
4. Tell what you know of Horace Walpole, and his claims to remembrance.
5. Characterise Goldsmith, Mackenzie, Miss Burney and Mrs. Radcliffe as novelists.
6. Give a brief account of the life and literary career of Cowper.
7. Mention any literary works that were produced either in support of or opposition to the French Revolution.
8. Tell what you know of the following works:—Ossian, Humphrey Clinker, The Library, The Songs of Experience, The Wealth of Nations, Vathek.
9. Who are the chief dramatists of the time?

FRENCH—II.

16th December—9·30 *to* 12·30.

1. Translate—

(a) Hélas! et croyez-vous que l'on se mette en peine
De ce nombre d'amans dont vous faites la vaine?
Et qu'il ne nous soit pas fort aisé de juger
A quel prix aujourd'hui l'on peut les engager?
Pensez-vous faire croire, à voir comme tout roule,
Que votre seul mérite attire cette foule?
Qu'ils ne brûlent pour vous que d'un honnête amour,
Et que, pour vos vertus, ils vous font tous la cour?
On ne s'aveugle point par de vaines défaites;
Le monde n'est point dupe; et j'en vois qui sont faites
A pouvoir inspirer de tendres sentiments,
Qui chez elles pourtant ne fixent point d'amants;
Et de là nous pouvons tirer des conséquences,
Qu'on n'acquiert point leurs cœurs sans de grandes avances,
Qu'aucun, pour nos beaux yeux, n'est notre soupirant,
Et qu'il faut acheter tous les soins qu'on nous rend.

(b) Oui, je veux bien, perfide, oublier vos forfaits.
J'en saurai, dans mon âme, excuser tous les traits,
Et me les couvrirai du nom d'une faiblesse
Où le vice du temps porte votre jeunesse,
Pourvu que votre cœur veuille donner les mains
Au dessein que j'ai fait de fuir tous les humains,
Et que dans mon désert, où j'ai fait vœu de vivre,
Vous soyez, sans tarder, résolue à me suivre.
C'est par là seulement que, dans tous les esprits,
Vous pouvez réparer le mal de vos écrits,
Et qu'après cet éclat qu'un noble cœur abhorre,
Il peut m'être permis de vous aimer encore.

2. Translate—

(a) C'était pendant l'horreur d'une profonde nuit;
Ma mère Jézabel devant moi s'est montrée,
Comme au jour de sa mort pompeusement parée;
Ses malheurs n'avaient point abattu sa fierté,
Même elle avait encore cet éclat emprunté
Dont elle eut soin de peindre et d'orner son visage,
Pour réparer des ans l'irréparable outrage:
"Tremble, m'a-t-elle dit, fille digne de moi;
Le cruel Dieu des Juifs l'emporte aussi sur toi.
Je te plains de tomber dans ses mains redoutables,
Ma fille." En achevant ces mots épouvantables,
Son ombre vers mon lit a paru se baisser;
Et moi, je lui tendais les mains pour l'embrasser;
Mais je n'ai plus trouvé qu'un horrible mélange
D'os et de chair meurtris, et traînés dans la fange,
Des lambeaux pleins de sang, et des membres affreux
Que des chiens dévorants se disputaient entre eux.

(*b*) Les temps sont accomplis, princesse : il faut parler ;
Et votre heureux larcin ne se peut plus celer.
Des ennemis de Dieu la coupable insolence,
Abusant contre lui de ce profond silence,
Accuse trop longtemps vos pieuses erreurs.
Que dis-je ? le succès autorisant leur fureur,
Jusque sur notre autel votre injuste marâtre
Veut offrir à Baal un encens idolâtre.
Montrons ce jeune roi que vos mains ont sauvé,
Sous l'aile du Seigneur dans le temple élevé.
De nos princes hébreux il aura le courage ;
Et déjà son esprit devance son âge.
Avant que son destin s'explique par ma voix,
Je vais l'offrir au Dieu par qui règnent les rois.
Aussitôt assemblant nos lévites, nos prêtres,
Je leur déclarerai l'héritier de leurs maîtres

2. Translate—

(*a*) Le chevalier de Guise revint d'un voyage peu de jours avant les noces. Il avoit vu tant d'obstacles insurmontables au dessein qu'il avoit eu d'épouser Mademoiselle de Chartres, qu'il n'avoit pu se flatter d'y réussir ; et néanmoins il fut sensiblement affligé de la voir devenir la femme d'un autre. Cette douleur n'éteignit pas sa passion, et il ne demeura pas moins amoureux. Mademoiselle de Chartres n'avoit pas ignoré les sentiments que ce prince avoit eus pour elle. Il lui fit connaître, à son retour, qu'elle étoit cause de l'extrême tristesse qui paroissoit sur son visage ; et il avoit tant de mérite et tant d'agrément, qu'il étoit difficile de le rendre malheureux sans en avoir quelque pitié. Aussi se ne pouvoit-elle défendre d'en avoir ; mais cette pitié ne la conduisoit pas à d'autres sentiments : elle contoit à sa mère la peine que lui donnoit l'affection de ce prince.

(*b*) Monsieur de Clèves sortit de chez sa femme après ces paroles, et partit le lendemain sans la voir ; mais il lui écrivit une lettre pleine d'affliction, d'honnêteté et de douceur. Elle y fit une réponse si touchante et si remplie d'assurance de sa conduite passée et de celle qu'elle auroit à l'avenir, que, comme ses assurances étoient fondées sur la vérité, et que c'étoit en effet ses sentiments, cette lettre fit de l'impression sur Monsieur de Clèves, et lui donna quelque calme ; joint que, Monsieur de Nemours allant trouver le Roi, aussi bien que lui, il avoit le repos de savoir qu'il ne seroit pas au même lieu que Madame de Clèves. Toutes les fois que cette princesse parloit à son mari, la passion qu'il lui témoignoit, l'honnêteté de son procédé, l'amitié qu'elle avoit pour lui, et ce qu'elle lui devoit, faisoient des impressions dans son cœur qui affoiblissoient l'idée de Monsieur de Nemours ; mais ce n'étoit que pour quelque temps, et cette idée revenoit bientôt plus vive et plus présente qu'auparavant.

4. Translate—

(*a*) Cependant mon hâbleur, avec une voix haute,
Porte à mes campagnards la santé de notre hôte,
Qui tous deux pleins de joie, en jetant un grand cri,
Avec un rouge-bord acceptent son défi.
Un si galant exploit réveillant tout le monde,
On a porté partout des verres à la ronde,
Où les doigts des laquais, dans la crasse tracés,
Témoignaient par écrit qu'on les avait rincés :
Quand un des convives, d'un ton mélancolique,
Lamentant tristement une chanson bachique,
Tous nos sots à la fois ravis de l'écouter,
Détonnant de concert, se mettent à chanter.
La musique sans doute était rare et charmante !
L'un traîne en longs fredons une voix glapissante ;
Et l'autre, l'appuyant de son aigre fausset,
Semble un violon faux qui jure sous l'archet.

(*b*) Muse, c'est donc en vain que la main vous démange,
S'il faut rimer ici, rimons quelque louange ;
Et cherchons un héros, parmi cet univers,
Digne de cet encens et digne de nos vers.
Mais à ce grand effort en vain je vous anime :
Je ne puis pour louer rencontrer une rime ;
Dès que j'y veux rêver, ma veine est aux abois.
J'ai beau frotter mon front, j'ai beau mordre mes doigts,
Je ne puis arracher du creux de ma cervelle
Que des vers plus forcés que ceux de la Pucelle.
Je pense être à la gêne ; et, pour un tel dessein,
La plume et le papier résistent à ma main.
Mais, quand il faut railler, j'ai ce que je souhaite.

5. Translate (at sight)—

La langue française avait passé par bien des vicissitudes, avant d'arriver à l'état où la rencontrait J. J. Rousseau. Elle avait suivi la fortune de la France. Après s'être longtemps cherchée, après avoir tour à tour, sous la Renaissance, imité l'antiquité, l'Espagne, l'Italie, et produit des œuvres charmantes, égales dans leur genre à toutes celles que la main des Valois, guidée par un art étranger, semait alors sur les bords de la Loire et dans les demeures de la royauté, elle s'était enfin trouvée et fixée, pour ne plus relever que d'elle-même et du génie national, au commencement du dix-septième siècle. Mais ce n'est pas en un jour que s'est formée et a paru à la lumière cette littérature et particulièrement cette prose nouvelle qui dit adieu sans retour aux libres allures et à l'inimitable fantaisie de Rabelais et de Montaigne, et se propose un tout autre idéal dont les traits dominants seront une clarté suprême et une simplicité parfaite, rehaussées par la force et par la grandeur. Sous la main de Descartes, elle prend déjà quelques-uns de ces caractères. Descartes est un grand écrivain, parce qu'on ne peut pas ne pas l'être, quand on pense et quand on sait avec grandeur : nous dirons qu'il est permis de le dire. L'écrivain dans Descartes a moins été que de génie : et en prose c'est Pascal qui doit être considéré comme le premier grand artiste que nous ait donné la France.

GERMAN—I.

16th December—9·30 to 12·30.

1. (*a*) Write down the following words in the plural—Rad, Strauss, Bösewicht, Vorfahr, Aussicht, Blatt, Band, Gewand, Punkt, Ahn.

(*b*) What is the difference in meaning marked by difference of gender in the following words—Band, Band, Leiter, Thor, Hut, Vorwand ?

2. What is the principle on which the German adjective is declined ? Illustrate your answer by a comparison between the definite and indefinite forms.

3. Explain the force and give the English equivalents of the following terminations—heit, schaft, ung, bar, sam, wegen.

4. (*a*) Give the principal parts of beten, bitten, wenden, winden, dreschen, fahren, frieren, fressen, rufen, wiegen.

(*b*) What is the force of the prefixes be, er, ge, zer ?

(*c*) Distinguish haben and sein, sein and werden as auxiliaries.

5. What distinction is there in the use of aber and sondern, wider and gegen, als and wenn, ob and wenn ?

6. Translate idiomatically :—Three and a-half pounds ; a dozen pears are here ; he took my watch from me ; it is not worth a farthing ; he is said to be brave ; he claims to be brave.

7. Explain the following phrases :—Im Stiche lassen, ich sehe es dir an den Augen an, er konnte es nicht über das Herz bringen, es war ihm als hätte er geträumt, der Eine wollte längst bezahlt haben.

8. Translate into German—

(*a*) This morning I was walking by the sea, and saw, not far from the inn, an old sailor.

(*b*) The mark contains a hundred German pence, and one penny is almost equal to eight German pence.

(*c*) United you are a match for all your enemies, separated you are all but powerless.

(*d*) There has seldom been a vainer monach than Louis XIV. of France, and who would have wondered at it, for he was surrounded by courtiers who flattered him in the most senseless manner.

(*e*) In the year 1781, the Emperor Joseph journeyed through the Netherlands.

(*f*) The sun is on the point of setting.

(*g*) Vespasian had taken a vow to condemn no one to death, and he kept it faithfully too.

(*h*) The ass drinks as soberly as it eats, and never plunges its nose into the water for fear of the shadow of its ears.

(*i*) At four in the morning he got up, in a few minutes he had dressed, and by half-past four he was sitting at his writing-table and reading the letters which had arrived in the night by post.

GERMAN—II.

16th December—2 to 5.

1. Translate—

(*a*) Um den Dacier noch mehr einzutreiben, ſo mache man die Anwendung nicht auf hiſtoriſche, ſondern auf bloß erdichtete Begebenheiten. Geſetzt, die Ermordung der Klytemneſtra wäre von dieſer letztern Art, und es hätte dem Dichter freigeſtanden, ſie vollziehen oder nicht vollziehen zu laſſen, ſie mit oder ohne Kenntniß vollziehen zu laſſen. Welchen Plan hätte er dann wählen müſſen, um eine ſo viel als möglich vollkommene Tragödie daraus zu machen ? Dacier ſagt ſelbſt, den vierten ; denn wenn er ihm den dritten vorziehe, ſo geſchähe es bloß aus Achtung gegen die Geſchichte. Den vierten alſo ? Den alſo, welcher ſich glücklich ſchließt. Aber die beſten Tragödien, ſagt eben der Ariſtoteles, der dieſem vierten Plane den Vorzug vor allen ertheilt, ſind ja die, welche ſich unglücklich ſchließen ! Und das iſt ja eben der Widerſpruch, den Dacier heben wollte. Hat er ihn denn alſo gehoben ? Beſtätigt hat er ihn vielmehr.

(*b*) In den verwickelten Stücken ist das Interesse mehr die Wirkung des Plans, als der Reden; in den einfachen Stücken hingegen ist es mehr die Wirkung der Reden als des Plans. Allein worauf muß sich das Interesse beziehen! Auf die Personen? Oder auf die Zuschauer? Die Zuschauer sind nichts als Zeugen, von welchen man nichts weiß. Folglich sind es die Personen, die man vor Augen haben muß. Unstreitig! Diese lasse man den Knoten schürzen, ohne daß sie es wissen; für diese sei Alles undurchdringlich; diese bringe man, ohne daß sie es merken, der Auflösung immer näher und näher. Sind diese nur in Bewegung, so werden wir Zuschauer den nämlichen Bewegungen schon auch nachgeben, sie schon auch empfinden müssen.

2. Translate—

(*a*) Einstmalen gingen Vater Stilling, Mariechen, und Heinrich des Morgens früh in den Wald um Brennholz zuzubereiten. Margret hatte ihnen einen guten Milchbrei mit Brot und Butter in einen Korb zusammengethan, welchen Mariechen auf dem Kopf trug; sie ging den Wald hinauf voran, Heinrich folgte und erzählte mit aller Freude die Historie von den vier Haimons-Kindern, und Vater Stilling schritt auf seine Holzart sich stützend seiner Gewohnheit nach mühsam hintendrein und hörte fleißig zu. Sie kamen endlich zu einem weit entlegenen Ort des Waldes, wo sich eine grüne Ebene befand, die am einen Ende einen schönen Brunnen hatte. „Hier laßt uns bleiben," sagte Vater Stilling, und setzte sich nieder; Mariechen nahm ihren Korb ab, stellte ihn hin und setzte sich auch.

(*b*) Hier kehrte er in einem Wirtshause ein und schrieb einen Brief an seinen Vater nach Leindorf, in welchem er zärtlich Abschied von ihm nahm und ihm versprach, sobald er sich irgendwo niederlassen würde, alles umständlich zu schreiben. Under den Biergästen, welche des Abends in diesem Hause tranken, waren verschiedene Fuhrleute, eine Art Menschen, bei denen man sich am allerbesten nach den Wegen erkundigen kann. Stilling fragte sie, wohin diese Landstraße führe? Sie sagten: Nach Schönenthal. Nun hatte er in seinem Leben viel von dieser weitberühmten Handelsstadt gehört; er beschloß also, dahin zu reisen, ließ sich deswegen die Orte an dieser Landstraße und ihre Entfernung von einander sagen, dieses alles zeichnete er in seine Schreibtafel auf und legte sich ruhig schlafen.

3. Translate—

(*a*) Da durchschritt sie behende die langen doppelten Höfe,
Ließ die Ställe zurück und die wohlgezimmerten Scheunen,
Trat in den Garten, der weit bis an die Mauern des Städtchens
Reichte, schritt ihn hindurch und freute sich jegliches Wachsthums
Stellte die Stützen zurecht, auf denen beladen die Äste
Ruhten des Apfelbaums, wie des Birnbaums lastende Zweige,
Nahm gleich einige Raupen vom kräftig strotzenden Kohl weg;
Denn ein geschäftiges Weib thut keine Schritte vergebens.
Also war sie an's Ende des langen Gartens gekommen,
Bis zur Laube, mit Geisblatt bedeckt; nicht fand sie den Sohn da
Eben so wenig als sie bis jetzt ihn im Garten erblickte.
Aber nur angelehnt war das Pförtchen, das aus der Laube,
Aus besonderer Gunst, durch die Mauer des Städtchens gebrochen
Hatte der Ahnherr einst, der würdige Bürgermeister.
Und so ging sie bequem den trockenen Graben hinüber,
Wo an der Straße sogleich der wohlumzäunete Weinberg
Aufstieg steileren Pfads, die Fläche zur Sonne gekehret.
Auch den schritt sie hinauf und freute der Fülle der Trauben
Sich im Steigen, die kaum sich unter den Blättern verbargen.
Schattig war und bedeckt der hohe mittlere Laubgang.
Den man auf Stufen erstieg von unbehauenen Platten.

(*b*) „Guter dem ich zunächst ein freundlich Schicksal verdanke,
Dach und Fach, wenn im Freien so manchem Vertriebnen der Sturm dräut!
Saget mir jetzt vor Allem, und lehret die Eltern mich kennen,
Denen ich künftig zu dienen von ganzer Seele geneigt bin;
Denn kennt Jemand den Herrn, so kann er ihm leichter genug thun,
Wenn er die Dinge bedenkt, die jenem die wichtigsten scheinen,
Und auf die er den Sinn, den festbestimmten, gesetzt hat.
Darum saget mir doch: wie gewinn' ich Vater und Mutter?"

4. Translate—

(*a*) Mein Leiden hast du, meinen Schmerz getheilt,
So theil' auch jetzt das Glück der Glücklichen.
Verpfändet hab' ich deiner treuen Brust
Mein schmerzlich süßes, heiliges Geheimniß.
Der Augenblick ist da, wo es ans Licht
Des Tages soll hervorgezogen werden.
Zu lange schon erstickt' ich der Natur
Gewalt'ge Regung, weil noch über mich
Ein fremder Wille herrisch waltete.
Jetzt darf sich ihre Stimme frei erheben,
Noch heute soll dies Herz befriedigt sein,
Und dieses Haus, das lang verödet war,
Versammle Alles, was mir theuer ist.

(*b*) Von meinem Schweigen geb' ich Rechenschaft.
Hört, was gesäet ward in frührer Zeit
Und jetzt zur frohen Ernte reifen soll.
Ihr wart noch zarte Knaben, aber schon
Entzweite euch der jammervolle Zwist,
Der ewig nie mehr wiederkehren möge,
Und häufte Gram auf eurer Eltern Herz.
Da wurde eurem Vater eines Tages
Ein seltsam wunderbarer Traum. Ihm däuchte,
Er säh' aus seinem hochzeitlichen Bette
Zwei Lorbeerbäume wachsen, ihr Gezweig
Dicht in einander flechtend—zwischen beiden
Wuchs eine Lilie empor—Sie ward
Zur Flamme, die, der Bäume dicht Gezweig
Und das Gebälk ergreifend, prasselnd aufschlug
Und, um sich wüthend, schnell das ganze Haus
In ungeheurer Feuerfluth verschlang.

5. Translate (at sight)—

Wie hätte sich der alte Fritz die Augen gerieben, wenn er vor fünfzig Jahren aus dem Grabe erwacht wäre und der Leipziger Völkerschlacht ein wenig hätte zuschauen dürfen? Oder was würde der alte Bonaparte sagen, wenn er heute nur auf einen Tag wiederkäme und seinen Neffen in kaiserlicher Politik hantieren sähe? Oder der alte Bach, wenn er eine Beethoven'sche Symphonie hörte? Oder unsere Urgroßmutter, wenn sie vom Himmel herunter einen Eilzug gewahrte, wie er gleich einer feuerschnaubenden Schlange durch die Landschaft zischt? So hat schon Mancher gefragt, und große und kleine

Kinder plagen sich überhaupt gerne mit der Räthselfrage, was ein Verstorbener wohl sagen würde, der plötzlich wiederkommend, die ganze Welt verändert fände. Ist inzwischen gar so handumkehrt Vieles neu und besser geworden, worauf Jener bei Lebzeiten vergebens hoffte, dann denken wir, der Mann wird gehörig staunen und sich freuen und zugleich sich ärgern, daß er vor drei oder sechs Jahren hat sterben müssen; uns aber rechnen wir es fast als einen Ruhm an, daß wir so gescheidt waren, noch etliche Jahre länger zu leben und die Sonne nach dem Nebel abzuwarten.

GERMAN—III.

17th December—9·30 *to* 12·30.

Translate into German—

1. Most people complain of fortune, few of nature; and the kinder they think the latter has been to them, the more they murmur at what they call the injustice of the former. Why have I not the riches, the rank, the power, of such and such, is the common expostulation with fortune: but why have not I the merit, the talents, the wit, or the beauty of such and such others, is a reproach rarely or never made to nature. The truth is, that nature, seldom profuse, and seldom niggardly, has distributed her gifts more equally than she is generally supposed to have done. Education and situation make the great difference. Culture improves, and occasions elicit, natural talents. I make no doubt but that there are potentially, if I may use that pedantic word, many Bacons, Lockes, Newtons, Cæsars, Cromwells and Marlboroughs at the plough-tail, behind counters, and perhaps even among the nobility; but the soil must be cultivated, and the seasons favourable, for the fruit to have all its spirit and flavour.

2. Lands that are subject to frequent inundations are always poor: and probably the reason may be because the worms are drowned. The most insignificant insects and reptiles are of much more consequence, and have much more influence in the economy of Nature, than the incurious are aware of; and are mighty in their effect from their minuteness, which renders them less an object of attention; and from their numbers and fecundity. Earthworms, though in appearance a small and despicable link in the chain of nature, yet, if lost, would make a lamentable chasm. For to say nothing of half the birds, and some quadrupeds, which are almost entirely supported by them, worms seem to be great promoters of vegetation, which would proceed but lamely without them, by boring, perforating and loosening the soil, and rendering it pervious to rains and the fibres of plants, by drawing straws and stalks of leaves and twigs into it; and most of all by throwing up such infinite numbers of lumps of earth called worm-casts, which, being their excrement, is a fine manure for grain.

3. To the army, to every soldier in it, I have a bond of attachment quite independent of any *political* reasonings or considerations. I have been a soldier myself, and for no small number of years, at that time of life when the feelings are most ardent and when the strongest attachments are formed. "Once a soldier always a soldier," is a maxim, the truth of which I need not insist on to any one who has ever served in the army for any length of time, and especially if the service he has seen has embraced those scenes and occasions where every man, first or last, from one cause or another, owes the preservation of his all, health and life not excepted, to the kindness, the generosity, the fellow feeling, of his comrades. And a soldier has not only a regard for all men of his own rank, but in a degree a little fainter, for all the soldiers in the army. Nay, the soldiers of two hostile armies have a feeling of friendship for each other; and this feeling and the acts arising from it have, when occasion has offered, always been found to exist in proportion to the bravery with which they have fought against each other.

ACOUSTICS, LIGHT AND HEAT—I.

16th January—2 *to* 5.

1. What is meant by Simple and Compound Harmonic Motion? Describe briefly the principle of Lissajous' graphical method of determining the ratio of the vibrating periods in two

2. State the formula by which the speed of a longitudinal wave in an elastic medium may be calculated, and explain briefly its application to the case of the velocity of sound in solid rods, in liquids and in gases.

3. Describe Kundt's method of showing the mode of a gas in a closed tube, and explain how it may be used to determine the velocity of sou rods and in gases.

4. When sunlight reaches the eye after transmission reflection from bodies, the sensation is general colour. Explain this phenomenon, and descri the method you would adopt to investigate mentally. How is it that shades of colour ar less marked in gaslight than in sunlight?

5. Describe and explain Fresnel's biprism experiment, explanation of the colours of soap bubbles.

6. How do you account for the so-called rectilinear p of light on the undulatory theory? Explain of the colour of the sky, and of the sun at sunset.

7. Describe, and explain fully, any method which ma to determine the specific heat of a material, all necessary precautions which have to be ta experimental work.

8. Describe the two methods used by Regnault for d maximum vapour pressures at various tem How may the humidity of the air at an determined?

9. Explain exactly how it is that the temperature of if placed in a canvas bag surrounded by war Why is the effect modified in wet weather?

ACOUSTICS, LIGHT AND HEAT—

19th December—9·30 *to* 12·30.

1. Give a detailed account of the vibrations of the ai pipes.

2. What is the cause of the difference in the character sounds of the same pitch given by different in Describe fully the experiments on which the st based.

3. Explain the phenomenon of "beats," and show it tion to the question of concord and discord.

4. Give the theory of the measurement of the wave air of light of any colour by means of a grating.

5. Give the complete argument from experiment, whi the statement that the vapour of sodium is the sun's atmosphere.

6. Give a brief account of the main phenomena comm what is called the polarisation of light.

7. In connection with gases, explain what is meant specific heat at constant pressure, and the sp at constant volume. How are the values of stants experimentally determined?

8. Describe Andrews' work on the isothermals of carb Explain the bearing of this work on the quest liquefaction of gases.

9. Explain in connection with Heat the Principle of servation of Energy, describing fully the exp basis for the statement.

ANIMAL PHYSIOLOGY—I.

16th December—2 *to* 5.

1. The animal cell—give a brief description of
   (a) The material of which the substance of the cell composed.
   (b) The nucleus and the phenomena which at time seen therein.
   (c) The centrosome and its behaviour at the tim division.

2. The skin—
   (a) Describe the microscopical structure of the cut the rete.
   (b) and of the tissue which is seen immediately be skin when it is raised.
   (c) Suppose that a hair is made in the skin, and the hair again withdrawn as fixed therein. are to find from under the skin, what ha

3. Muscular contraction—
   (a) What is meant by summation of contraction "tetanic effects"?
   (b) How is the "tetanic effect" produced?
   (c) What bearing has it as to the production of currents of muscle?

. Nerve fibre—

(*a*) Describe the microscopical structure of a white nerve fibre.

(*b*) Classify nerve fibres according to their function.

(*c*) A nerve fibre usually conducts in only one direction, but under what conditions can it be shown to conduct in both directions?

. Alimentation—

(*a*) Cane sugar—What happens to this substance in digestion and before or during the act of absorption?

(*b*) How are fats absorbed, and what happens to them after absorption?

(*c*) What happens to fresh milk after digestion?

. The kidney—

(*a*) Describe the structure of the essential parts of the organ.

(*b*) How do you think the urine is formed in the kidney?

(*c*) Tell all you can as to the relation of the kidney to urea.

ANIMAL PHYSIOLOGY—II.

17th December—9·30 *to* 12·30.

. The blood stream—

(*a*) Show an enlarged tracing of a normal pulse (sphygmogram), mark on it the name of the principal parts, and describe the possible causation of the principal notch and wavelet.

(*b*) What is the velocity of the blood stream say in the carotid artery, and show how this has been ascertained?

2. (*a*) What is the composition of the blood?

(*b*) How does lymph differ from blood in composition?

(*c*) How is the lymph formed from the blood?

(*d*) What are the functions of the lymph, and what is its destiny?

3. The respiratory system—

(*a*) Describe the air passages as seen by the unaided eye.

(*b*) Describe the structure of the trachea as seen by the microscope.

(*c*) What respiratory effects follow section of both vagi nerves?

(*d*) Describe the physiology of a cough.

4. The sweat secretion—

(*a*) How and where is the sweat formed?

(*b*) What is its office in connection with animal heat? and

(*c*) Describe the mechanism by which this connection is maintained.

5. The spinal cord—

(*a*) Describe a typical transverse section of the cord as seen by the microscope.

(*b*) What is a reflex action, and what relation has the spinal cord to such actions in the body?

6. The eye—

(*a*) Why and how is the eye accommodated to distance?

(*b*) Describe the conditions of the refractive media in short sight (myopia) and in long sight (hypermetropia).

(*c*) Do you know of any other accommodation of the eye?

BOTANY—I.

17th December—2 *to* 5.

Illustrate your answers by drawings where possible.

1. Write a short general account of (i.) the *Fucaceæ* or Brown Sea-weeds, (ii.) the *Zygomycetes* as exemplified by *Mucor*.

2. Mention the leading distinctive features of the *Muscineæ*, and show in what respects the *Hepaticæ* differ from the *Musci*.

3. Give an account of the Andrœcium under the heads (i.) position and relations to the other parts of the flower, (ii.) structure, (iii.) chief modifications.

4. Describe fully the structure of the root in a flowering plant, and give an account of the modifications it undergoes.

5. Write short explanatory notes on the following—Heterostylism, root-pressure, laticiferous vessels, aleurone grains, circumnutation, endosperm, saprophyte, symbiosis.

BOTANY—II.

18th December—9·30 *to* 12·30.

1. Refer the *six* plants placed before you to their natural orders. Give your reasons for so doing, and describe each plant, taking the parts when present in the following order:—

Stem	Bracts	Corolla
Leaves	Flower	Andrœcium
Inflorescence	Calyx	Gynœcium

2. Give the characters of the suborders of the *Leguminosæ*, with a short account of a typical member of each.

3. Compare the tribes *Leptospermeæ* and *Myrteæ* as regards the flower and fruit.

4. Describe the flower and fruit in two members of the *Proteaceæ*.

5. Contrast the arrangement and structure of the flowers in the maize (*Zea*) and the wheat (*Triticum*).

GEOLOGY—I.

17th December—2 *to* 5.

1. What are the chief iron compounds in rocks of the earth's crust, in what kind of rock do they occur, and how are they formed?

2. Write a short description of salt lakes and their mode of origin; explain why gypsum is usually associated with rock salt, and state the origin of the various salts in solution in sea water.

3. (*a*) What is meant by a thrust plane and a normal fault plane? Illustrate your answer by sketches. (*b*) What is the relation of earthquakes to faults? (*c*) How are faults produced?

4. Explain how eruptive (igneous) rocks, respectively of plutonic and of volcanic types, come to lie in many places at the earth's surface. Explain the broad architectural structures of the eruptive (igneous) rocks, and illustrate your answer with sketches.

5. Define briefly the following:—Crystallites, peat-bog, plain of submarine erosion, bone-breccia, schistose structure, zeolite.

6. (*a*) Whence does a sandstone derive its sand grains and other constituents; (*b*) how do they become compacted into rock, and (*c*) how would you decide as to whether a sandstone was deposited by the action respectively of water and of wind?

7. What is the meaning of the following:—(*a*) Overlap, (*b*) Conformability, (*c*) Unconformability. Illustrate your answer with sketches, and quote Australian examples, if possible.

8. Select any district known to you where a variety of different formations are represented, and illustrate by means of a section and explain their relations to one another.

GEOLOGY—II.

18th December—9·30 *to* 12·30.

1. Explain carefully the various processes of fossilisation, and mention the different minerals which commonly replace the tissues of animals or plants.

2. What evidence does the study of geological history afford as to higher types of animals and plants having been developed out of lower types? Quote examples.

3. Make rough sketches of the following, state what they are and what is their geological range:—*Agnostus*, *Zaphrentis*, *Atrypa reticularis*, *Baculites*, *Cycadeoidea micropylla*, and *Equisetum columnare*.

4. Describe the vegetation of the Carboniferous Period, and explain the origin of the Coal Seams of that Period.

5. Explain exactly on what basis the Tertiary rocks are classed. What reasons are there for dividing the Post-Tertiary or Quarternary rocks from the Tertiary?

6. What are the brachiopods, the lamellibranchs and the gastropods? Mention three important examples of each, and state at what period of geological history each of the above groups has attained its maximum development.

7. What various causes may lead to the diminution or even extinction of various families of animals or plants?

What evidence is there for the statement that the trilobites exterminated the graptolites, the cephalopods the trilobites, and that the fish checked the further increase of the cephalopods?

8. If you were making a geological survey of a newly discovered country, upon what evidence would you rely in order to arrive at the conclusion that the following formations were represented there:—Cretaceous, Pleistocene, Devonian, Permian, Archæan?

EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1902

ARITHMETIC.

16th December—9·30 *to* 12·30.

*** Set down the working of the sums so that the process by which each answer is obtained may be seen; and draw diagrams to make clear the working of questions in mensuration.

Maximum Marks.

10 — 1. $\frac{3}{4}(\frac{3}{4} - \frac{3}{8})$ is subtracted from $\frac{9}{13}(\frac{1}{2} + \frac{1}{8})$, and the remainder is divided by two-thirds of the sum of one-half, one-quarter, and one-fifth: express the quotient in its lowest terms.

12 — 2. A farm was let at the rate of £1 12s. 6d. per acre, but the rent was reduced to £1 10s. per acre; the whole reduction on the rent was £47 9s. 6d.: find the extent of the farm, and the whole rent before it was reduced.

11 — 3. If $\frac{9}{17}$ of a man's money be multiplied by 5, and £83 be taken from the result the remainder is £34: how much money has the man?

14 — 4. A person possesses $\cdot 31\dot{5}$ of an estate; he sells $\cdot 63$ of his share to one man and $\cdot 16$ of what he had left to a second man: what share of the estate has he now left? Give the answer in a decimal.

12 — 5. A gold wreath weighing 3 lb. 7 oz. 12 dwt. costs £255; if it is made of gold worth £3 17s. 6d. per oz., what is charged for manufacture?

6 — 6. Find, in square yards, the difference between one quarter of a square mile and one quarter of a mile square.

15 — 7. If 15 horses and 148 sheep can be kept for 9 days for £75 15s., what sum will it cost to keep 10 horses and 132 sheep for 8 days, supposing 5 horses to eat as much as 84 sheep?

12 — 8. A boy puts £30 into the Savings Bank on his sixteenth birthday, and the amount accumulates at $2\frac{1}{2}$ per cent. per annum compound interest: find to the nearest penny the amount on his twentieth birthday.

15 — 9. If I accept £750 as present payment for £795 due 16 months hence, at what rate per cent. simple interest do I calculate the discount (true)?

15 — 10. A lawn-tennis ground is half as long again as it is wide, and the cost of levelling it at 9d. per square yard is £176 8s.: find the cost of enclosing it with an iron railing at 7s. 6d. per yard.

12 — 11. A boy riding on a "merry-go-round" describes a circle 14 yards in diameter, and travels at the rate of 15 miles an hour: how many times does he go round in a minute?

16 — 12. Find the hypotenuse of a right-angled triangle of which the base is 119 feet, if the area be equal to that of another triangle whose sides are 20, 493, and 507 feet respectively.

150

GEOGRAPHY.

16th December—2 *to* 5.

*** The maps must be as large as the foolscap page will admit. Each should have a sheet to itself; and the long way of the map should be the long way of the paper.

15 — 1. Draw a sketch map of Australia (including Tasmania) east of 129° east longitude; mark and name the principal mountain ranges forming the Great Dividing Range, the rivers of Queensland which do not flow to the sea, and the following towns—Croydon, Newcastle, Hobart, Bathurst, Burke, and Roma.

6 — 2. State the various things that can be learned (in Geography) by carefully studying an ordinary wall map, such as the school map of Australia.

7 — 3. (*a*) State in round numbers of miles, the distance by rail from—(1) Vancouver to Montreal; (2) Brisbane to Melbourne; (3) Rockhampton to Longreach.

(*b*) How many days does it usually take to make the voyage, by steamer, from—(1) Sydney to Auckland; (2) Liverpool to New York; (3) London to Cape Town; (4) Brisbane to Cairns?

6 — 4. What changes in the political geography of the world have resulted from the recent Spanish-American war, and from the South African war (1899-1902)?

7 — 5. Show in their relative positions, all the Queensland railways, main and branch lines, north of the Central Railway; mark and name the termini.

6 — 6. Describe the usual journey from Brisbane to Boulia, or from Sydney to Broken Hill, stating distances roughly, towns passed, and modes of conveyance.

8 — 7. Mention the Queensland district of which you know most; name the towns, and describe the occupations of the people, and the sources of natural wealth in the district.

7 — 8. State exactly the situation of each of the following places, and say why each is noteworthy:—Suva, Albury, Hamburg Maitland, Odessa, Port Darwin, and Johannesburg.

7 — 9. Write short notes (two or three lines will suffice) on the following:—The Riverina, The All-British Telegraph Cable, The Cape-to-Cairo Railway, The Potteries, "The Pacific is ringed with fire."

Maximum Marks.

7 — 10. What are the following, and where are they respectively produced:—Copra, Fossil Ivory, Petroleum, Porcelain, and Teak?

6 — 11. (*a*) Name the principal lakes in (1) Ireland and (2) in South Australia.

(*b*) Name four peninsulas which extend northward.

(*c*) Between what countries are the following mountain ranges situated respectively:—Altai Mountains, the Macpherson Range, Parime Mountains, Erz Gebirge (Metal Mountains), and the Sulieman Mountains?

6 — 12. Mention two towns in the British Islands and two on the Continent of Europe which are famous for—(*a*) Cotton factories; (*b*) Great shipping trade; (*c*) Iron and hardware manufactures; (*d*) Universities.

9 — 13. Draw an outline map of Wales; mark and name the following:—Snowdon, Swansea, Holyhead, Milford Haven, the River Dee, the River Wye, Great Orme's Head, Cader Idris, and Merthyr Tydvil. (*Do not put any other names on the map.*)

TOTAL 100

ENGLISH GRAMMAR AND COMPOSITION.

17th December—9·30 *to* 12·30.

12 — 1. "There are many words which may be used sometimes as one part of speech and sometimes as another." Illustrate this statement in the case of the words—*that, why, round, half.*

12 — 2. (*a*) Define the term *defective verb*, and name as many defective verbs as you can.

(*b*) Make a list of *auxiliary verbs*, stating what each indicates as an auxiliary.

12 — 3. Give the laws of Syntax relating to—(*a*) Copulative verbs, (*b*) apposition, (*c*) concord of verbs having pronouns of different persons as a combined nominative, (*d*) the omission of *to*, the sign of the infinitive, after certain verbs.

15 — 4. Parse the words in italics in the following passage—I shall do my *friends* no *wrong* for I have none *to lament* me, the *world* no *injury* for in it I have nothing; *only* in this world I fill *up* a place which *may be better* supplied when I have made *it empty*.

Rules of Syntax need not be given.

20 — 5. Analyse the following passage—Nelson knew that where there was room for a French ship to swing there must be room for an Englishman to anchor at either side of him. As his proud and fearless fleet came on, he hailed Hood to ask whether the action should commence that night; then, receiving the answer he longed for, the signal for "Close battle" flew from his mast head.

Both *general* and *detailed* analysis are required.

20 — 6. Expand the following outline into a vivid and picturesque narrative:—Lion sleeping—mouse accidentally wakes him—angry lion about to kill mouse—mouse begs for mercy—mercy granted—lion in net—mouse nibbles net—lion at liberty.

24 — 7. Expand the following bald statement of fact into an amusing letter to a friend, giving life and colour by particulars, incidents, &c.—During last night there was much alarm, excitement, and commotion in our house, on account of noises caused by the efforts of a cat to get out of a closed room.

10 — 8. Write out the following, with correct punctuation and correct use of capital letters—a grenadier officer seeing this called out to those around him see they run the words caught the ear of the dying man he raised himself like one aroused from sleep and asked eagerly who run the enemy sir answered the officer they give way everywhere.

10 — 9. Correct the following—

(i.) Having laid down his hat he laid down on the sofa.

(ii.) This was the most unkindest cut of all.

(iii.) Neither of the three slates will do.

(iv.) Peace was offered on conditions as moderate as was consistent with a permanent union.

(v.) The secretary having resigned either you or I am sure to be elected.

(vi.) This is the man whom I saw was to blame.

(vii.) Between you and I this is not right.

(viii.) Whether is the lark or the thrush the sweetest singer?

(ix.) I wish I could run like he does.

(x.) None but the brave deserve the fair.

Write the correct form only, but be sure to give the number of the sentence.

15 — 10. Analyse each of the following words so as to show prefix, root, and affix, and what each signifies—Evolution, invincible, conjecture, infidelity, permanency, adjudicate, perfidious, superficial, obduracy, survival.

TOTAL 150

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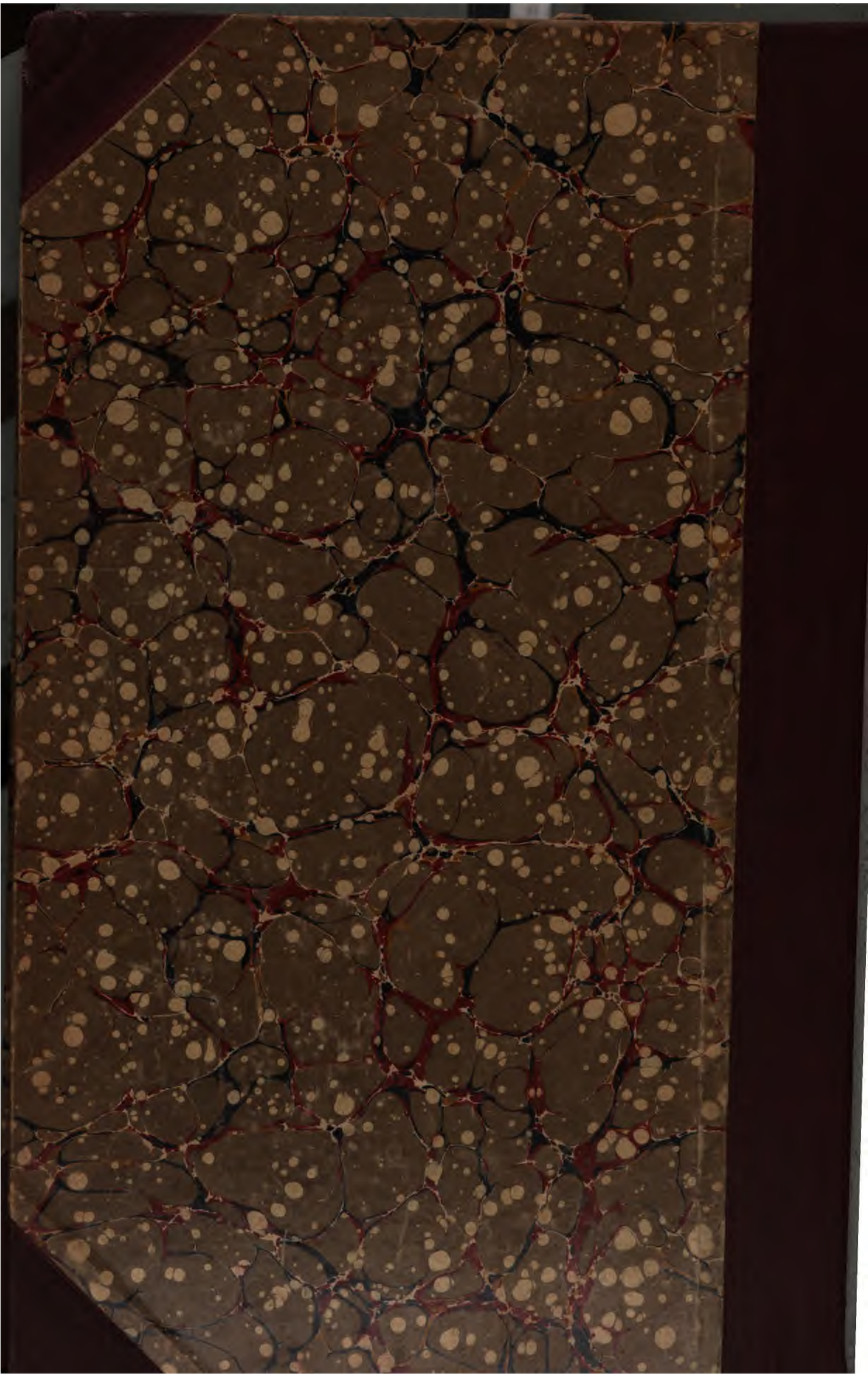
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